

Medford School District

Substance Use Prevention And Intervention Plan

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Section 1: Plan Introduction and Overview

Executive Summary

The Medford School District is committed to students and families living healthy lives for the betterment of their future and our community as a whole. With the collaboration and support of school staff, families, community, and staff partnerships, this district works together to create a safe and supportive environment where the needs of our students are being met and kids are thriving. Through education and accessible on-site supportive services, MSD students will learn to set goals, build relationships, and move forward with confidence in their values. The Medford School District's mission in relation to substance use prevention and intervention is to focus on youth and family substance use prevention, intervention and education through evidence based curriculum in health education, social emotional learning strategies, family engagement, on site mental health and substance use prevention services, and community collaboration and partnerships.

- Data from the district's 2024 Student Health Survey provides important insight into student substance use and other related factors such as school inclusivity, mental-emotional health, happiness at school, feelings of safety at school, and access to trusted adults at school. The most recent survey from MSD from the 2024-2025 school year takes into account the lifetime use of 6th, 8th and 11th grade students in the areas of alcohol, marijuana, and vape/cigarette/tobacco use. For lifetime alcohol use, 11% (6th), 18% (8th), and 32% (11th) grade students reported using alcohol. For lifetime marijuana use, 3% (6th), 8% (8th), and 22% (11th) grade students report using marijuana. For lifetime vape/cigarette/tobacco use, 6%(6th), 12% (8th), and 16% (11th) grade students reported using vape/cigarette/tobacco. In 8th and 10th grade an average of 80% of students report feeling a strong sense of inclusivity in their school. Among 6th, 8th and 11th grade students, 62% of students reported feeling happy at school. Across all three grades, an average of 66% of students reported feeling safe at school, and an average of 76% of students across all three grades reported having a teacher or other caring adult that they feel safe talking to. In sixth, eighth, and eleventh grade, an average of 59% of students report having excellent, very good, or good emotional and mental health status.
- The Medford School District has implemented a menu of strategies to strengthen the emotional, physical, and mental well being of our students, in addition to providing safe spaces for students to get mental health counseling and substance use counseling on site.
 - In grades k-5, our school based teams use social emotional curriculums Character Strong and Sources of Strength to build resiliency, inclusivity, emotional well being and

understanding and connection with our primary grade students. Every elementary school has a Social Emotional Advocate (SEA) on site to deliver social emotional curriculum as well as create safe spaces for students to regulate, build social skills, and create success plans. All k-5 sites have access to care coordinators to connect youth and families to mental health and substance use prevention services across the county. In addition to this, each elementary site is either embedded with and has access to a mental health therapist provided through community partners La Clinica and Stronger Oregon.

- In grades 6-12, a combination of curriculum is used to promote student health, wellness, and education around topics such as physical health, emotional health, substance use prevention and suicide prevention. Curriculums include:
 - The Great Body Shop
 - Human Kinetics Health Text Book
 - Resources and presentations through <https://www.clearalliance.org>
 - Guest Speaker Tami Garcia from Alex's Story (fentanyl awareness),
 - Tall Cop Says Stop: Trends, Statistics and Education
 - SOS: Signs of Suicide
 - School Resource Officer classroom presentations on internet safety and drug and alcohol awareness

In addition to our in-depth curriculum and tools used to support student mental health and substance use prevention, we also have on site resources and professional support at each school. Every secondary school has a school based therapist on site, a school counselor, a care coordinator to coordinate community mental health and substance use treatment, and a Maslow Project Case Manager to assist students and families who are facing food insecurity and homelessness. Through strong community partnerships with the City of Medford, Jackson County HHS, MSD, and Continuum Behavioral Health and Recovery Services, MSD has the opportunity to embed two certified drug and alcohol counselors (CADC) in every secondary school as part of our Alternative to Suspension Guidelines. Students may access on site CADC services through self referral, staff referral, or when suspended for a drug/alcohol violation on campus. MSD has adopted a policy where students who are in violation of campus drug and alcohol policies, are able to remain in school while getting substance use prevention services. This alternative to exclusionary discipline provides an opportunity for students to receive substance use education and adult support rather than going home and further risking drug and alcohol use, exposure, and unsupervised time. Our embedded CADCs also make referrals for additional intensive SUDs services in the community as well as referrals for family programs and individual adult substance use counseling for families that need additional support. In

addition to CADC access and services, our middle and high school counselors are trained in Teen Intervene through the Betty Ford Foundation. Teen Intervene is an evidence-based, 4-6 session student and family resource for youth struggling with substance use disorders.

- Medford School District does face some challenges even with these safeguards, resources, and curriculums in place. Funding for our CADC partnership through Continuum is time limited and only available through the City of Medford until 2029. An additional challenge faced at times can be family involvement and engagement with mental health and substance use services as well as follow through with referrals and scheduled appointments. Staff confidence or knowledge in recognizing youth with mental health or substance use disorders can be a challenge. For various reasons, some staff may have barriers to making referrals when there is suspicion of a violation of the drug and alcohol policy.
- The Medford School District is excited for opportunities to grow in the coming years. Opportunities for growth include additional curriculum targeting primary grades around vaping awareness and prevention. Lessons for grades 2-5 through the Stanford Learning Lab are currently being evaluated for classroom use in the spring of 2026. We are also seeking partnership opportunities with public health experts, emergency responders, and the medical community to provide additional awareness and education around youth drug, alcohol and vaping use in our community. MSD hopes to host more parent nights with community partners and other guest speakers around youth drug, alcohol, and vaping awareness and prevention. Student led efforts is another area where this district hopes to grow ranging from student organized red ribbon activities to resource fairs hosted by youth leaders and other interested youth at each secondary school.
- Barriers must be considered for Medford School District in this plan. Barriers include budgeting for continued on site mental health and substance use services, trained staff retention, and capacity of therapists and CADCs due to a large school district.
- Medford School District's Prevention and Intervention Plan strives for transparency with students, families, staff and the community about resources available, education and prevention strategies that are being taught in the classroom, and the future goals of MSD to continue to grow our youth substance use prevention and intervention services.

Acknowledgements and Contact Information

Staff Members Involved in Plan Development and Implementation:

Identifying individuals and roles helps to ensure direction, coordination, and collaboration in comprehensive substance use prevention and intervention planning.

Table 1.1 Staff Member Roles and Responsibilities

Name, Title	Contact Information	Roles and Responsibilities Within This Plan
<p>Jeanne Grazioli Superintendent</p>		<ul style="list-style-type: none"> • Set the vision and ensure alignment with district policies and state mandates. • Allocate funding and resources to support implementation. • Communicate the plan to the school board, families, and community partners. • Support district-wide policy development and adoption.
<p>Megan Young–Director of Curriculum and Instruction</p> <p>Amy Muhler–Director of Student Wellness</p> <p>Jill Jeter–Crisis Prevention Manager/Coordinator for MSD</p>		<ul style="list-style-type: none"> • Lead integration/implementation of K-12 Health Education Standards and other age-appropriate prevention content into K-12 classrooms, ensuring teachers receive training and support to deliver high-quality prevention education. • Monitor implementation and gather feedback from staff and families. • Support family engagement and education around substance use prevention and treatment in grades k-12. • Collaborate with Student Management Teams, Continuum

<p>Substance Use Prevention Services</p> <p>Amy Muhler—Director of Student Wellness</p> <p>Jill Jeter—Crisis Prevention Manager/Coordinator for MSD Substance Use Prevention Services</p>		<p>CADC, mental health providers on campus, school counselors and administrators to ensure that alternative to suspension guidelines are being followed in grades 6-12 (students suspended for drug/alcohol/vape offenses will remain in in school suspension and be provided a substance use screener to assess for ongoing SUD services on campus).</p> <ul style="list-style-type: none"> ● Collect and analyze data for all students and families using on site SUDS services at MSD. ● Support secondary counselors and CADC on the delivery of SUDs screeners, ongoing treatment for students and families, and Teen Intervene SUDs curriculum.
<p>Jen Mason—Coordinator of Health Curriculum and Instruction</p> <p>Principal and AP of Student Services</p>		<ul style="list-style-type: none"> ● Ensure delivery of prevention curriculum in grades 9-12 that aligns with 9-12 Health Education Standards and other state-level prevention education requirements. ● Ensure teachers receive training and support to deliver high-quality prevention education. ● Collaborate with school staff on identification of at-risk students and intervention strategies. ● Facilitate communication with families around prevention efforts and student supports. ● Promote student-led initiatives and peer support programs.
<p>Principal and AP of Student Services</p>		<ul style="list-style-type: none"> ● Ensure delivery of prevention curriculum in grades 6–8 that aligns with 6-8 Health Education Standards and other state-level prevention education requirements. ● Ensure teachers receive training and support to deliver high-quality prevention education.

		<ul style="list-style-type: none"> ● Collaborate with school staff on identification of at-risk students and intervention strategies. ● Facilitate communication with families around prevention efforts and student supports.
Health Teachers		<ul style="list-style-type: none"> ● Ensure delivery of prevention curriculum in grades 6-12 that aligns with 9-12 Health Education Standards and other state-level prevention education requirements. ● Deliver school board adopted substance use prevention curriculum in grades 6–12 that aligns with 6-12 Health Education Standards and other state-level prevention education requirements. ● Foster a classroom environment that supports students in developing protective skills and prosocial behaviors.
Principal / Asst Principal		<ul style="list-style-type: none"> ● Lead integration of K-5 Health Education Standards and other age-appropriate prevention content into K-5 classrooms, ensuring teachers receive training and support to deliver high-quality prevention education. ● Monitor implementation and gather feedback from staff and families. ● Support elementary level family engagement and education.
Classroom Teacher Social Emotional Advocate		<ul style="list-style-type: none"> ● Lead integration of K-5 Health Education Standards and other age-appropriate prevention content into K-5. ● Provide resources to families needing substance use

		<p>prevention, intervention and services.</p> <ul style="list-style-type: none"> ● Lead groups and individual sessions with students around age appropriate drug and alcohol prevention and awareness topics.
Continuum Behavioral Health and Recovery Services		<ul style="list-style-type: none"> ● Partner with the Medford School District to embed Certified Drug and Alcohol Counselors in all secondary schools. ● Provide on site substance use prevention screeners, tools and counseling sessions to students individually and in groups. ● Outreach to families of students affected by substance use. ● Refer students and families to ongoing services for substance use as indicated by in school services provided. ● Collect data and outcomes for students utilizing SUDs services and collaborate with MSD to review outcomes.
Family Solutions, La Clinica and Stronger Oregon Therapists		<ul style="list-style-type: none"> ● Provide mental health services and substance use counseling on site in grades k-12. ● Refer students and families to additional community supports in regards to mental health and substance use services. ● Collaborate with embedded CADCs, counselors and SEAs on substance use treatment, outcomes and referrals needed for students and families.
School Counselors		<ul style="list-style-type: none"> ● Collaborate with SMO Teams, embedded CADCs and on site mental health supports to screen and identify students needing SUDs services. ● Discuss treatment options with students and families for SUDs and MH services on site and in the community.

		<ul style="list-style-type: none"> ● Deliver Teen Intervene curriculum to students and families seeking SUDS services who wish to not be connected to the CADC. ● Collect and provide data to the Student Wellness Department on youth and families utilizing services.
MSD Nursing Staff		<ul style="list-style-type: none"> ● Provide yearly and as needed opioid reversal medication administration training to staff.
All Staff		<ul style="list-style-type: none"> ● Promote safe and inclusive schools that support the mental health and wellbeing of all students. ● Maintain an understanding and awareness of the Comprehensive Substance Use Prevention and Intervention Plan including all protocols for emergency medical response and referral procedures.

Section 2: Substance Use Prevention and Intervention Plan

Vision and Mission

Vision Statement:

- Medford School District envisions a community where students and families are supported by school based and community resources, education, and activities that meet the needs of every family and empower those families to live healthy lives. Through family, staff, and community collaboration, we strive to create a safe and non judgemental environment embedded with prevention efforts, education and supportive intervention that embraces and cheers for the success of every student. Our vision reflects the belief that prevention and education for students and families is a life long process rooted in school and community efforts to support the students and families and break down barriers to education and services.

Mission Statement:

- Our mission is to evaluate and support the health and wellness of every student and family through substance use prevention and intervention that is rooted in trauma-informed, evidence based research and delivery which is practical, applicable, accessible and inclusive. Our commitment is to provide accurate and age appropriate information, early support and intervention on campus, and access and connection to community resources.
- Medford School District holds the deep belief that all students should feel safe and supported while accessing their education. That same deep belief of safety and support also applies to students and families when accessing on site mental health and substance use prevention and intervention services. Through strength based initiatives, awareness training, on site counseling and resources, and classroom education, we are committed to reducing stigma and increasing access to services for the health and well being of our students and families. We encourage and empower all students to feel comfortable and safe to seek help when needed for themselves, their friends and their families. As a school and a community, we are building a foundation for lifelong wellness, resilience, and overall lifetime success and achievement.

Related Legislation, Board Policies, and Funding Sources

Medford School District Policies and Procedures are prevention focused strategies which view substance use prevention as a shared responsibility spanning schools, families, and the greater community. This district believes in empowering and educating our students and families to make informed, healthy, and positive life impacting decisions. This district aligns with Oregon Administrative Rules (581-021-0050 and 581-021-0055) that substance use is illegal and harmful and there will be clear consequences for the violation of these rules. These policies also include referral processes and interventions to ensure students are receiving ongoing care and the help they need to thrive and make healthier choices.

Medford School District adheres to Alternatives to Suspension Guidelines (as drafted and agreed upon by Medford School District, The City of Medford, Jackson County Health and Human Services and Continuum Behavioral Health and Recovery Services) for students who are found in possession of illegal substances on campus. All secondary students found in possession of an illegal substance on campus, are offered the alternative to exclusionary suspension by referral and engagement with an on site certified drug and alcohol counselor. We believe the more students are in school and have access to engage in positive, evidence based support with trusted adults, the more likely these students are to have positive and healthy relationships and outcomes on and off campus. [Alternative to Suspension Guidelines for MSD.](#)

Medford School District will seek School Board approval of the Prevention Plan from the incorporation of input and feedback from families, students, teachers, administrators, community partners, and literature and expert testimony on the matter of youth substance use prevention, intervention and education. Board policies will be accessible and transparent to families and the greater community. [Medford School Board Resources.](#)

Funding for planned activities and on site school substance use supports will be provided by The City of Medford through opioid prevention dollars in combination with the provision of certified drug and alcohol counselors for all secondary schools through Continuum Behavioral Health and Recovery Services. In addition to these community partnership funding streams, Medford School District provides a contracted Crisis Prevention Manager to coordinate the school-site services that these community partnerships provide.

Related Legislation

District Comprehensive Substance Use Prevention Plans are developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

- [OAR 581-022-2045](#) (Prevention Education in Drugs and Alcohol)
- [SB 238](#) (Annual Opioid Prevention Lessons)

In addition, many secondary state sources may also be reflected in this plan, including:

- [OAR 581-022-2060](#) (Comprehensive School Counseling)
- [OAR 581-022-2220](#) (Health Services)
- [OAR 581-022-2030](#) (District Curriculum)
- [HB 3321](#) (Provides statutory definition of prevention)

Related School Board Policies

- [Drug, Alcohol, Tobacco and Inhalants Prevention; Health Education](#)
- [Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems](#)
- [Medications](#)
- [Student Drug Testing](#)
- [Comprehensive School Counseling](#)

Outline of Prevention and Intervention Strategies

K–12 Instruction

Each Medford School District student will be provided the opportunity to learn and deepen their understanding of health, so they can recognize, take action, and maintain health promoting behaviors. MSD provides comprehensive K–12 instruction aligned with the State Board-adopted Health Education Academic Content Standards through a district-wide health curriculum. Our lessons include a minimum of 1 Oregon Department of Education Opioid Prevention Lesson yearly for grades 6, 7, and 8 and is also delivered at a minimum of one time during a student's high school career. Medford School District instruction avoids fear and shame-based messaging and instead focuses on health practices and skills to help students access accurate and age appropriate information, manage stress, consider influences and peer pressure, communicate boundaries, and make healthy decisions that align with their goals and values.

K-5 Instruction: Teachers provide age-appropriate lessons on substance prevention topics using [The Great Body Shop Drug and Alcohol Prevention Curriculum](#). Supplemental lesson materials may be incorporated from other programs as determined to be appropriate by district educators, administrators, and the school board. Guest speakers such as the nurse, school counselor, or community partners may assist with instruction as permitted by Oregon Department of Education and district policies.

6-8 Instruction: Teachers provide age-appropriate lessons on substance prevention topics using [The Great Body Shop Substance Use Prevention Curriculum](#). Supplemental lesson materials are incorporated from other programs as determined to be appropriate by district educators,

administrators, and the school board. Additional lessons include the delivery of [Alex's Story: The Dangers of Fentanyl](#) for all middle school students as well as the delivery of drug and alcohol awareness lessons and local resources for addiction recovery delivered by MSD's School Resource Officers. Students in grade 6-8 will also have access to [Teen Intervene](#) lessons and curriculum through self or staff referral. Delivery of drug and alcohol awareness lessons by others such as the nurse, school counselor, or community partners may assist with instruction as permitted by Oregon Department of Education and district policies.

9-12 Instruction: Teachers provide age-appropriate lessons in Family Health and Personal Health on substance prevention topics using District approved curriculum through The Human Kinetics Health Text Book. Textbook lessons are used in conjunction with supplemental lessons provided by [Clear Alliance](#), [Alex's Story; The Dangers of Fentanyl](#), and [Tall Cop Says Stop](#). Guest speakers such as the nurse, school counselor, or community partners may assist with instruction as permitted by Oregon Department of Education and district policies. 9-12 grade students also receive lessons from School Resource Officers assigned to each specific campus on drug and alcohol awareness, trends, legal consequences, community impact of drug use, and dangers of fentanyl. At MSD, substance use prevention education is provided in Personal Health for grades 9-10 and Family Health in grades 11-12. In addition to following the adopted health curriculum, classroom instruction aligns with the Oregon Transformative Social and Emotional Learning Framework and Standards. TSEL practices promote the safe and inclusive classroom spaces required for students to meaningfully engage with the health content and cultivate essential skills to reduce their risk for substance use.

Intervention, Referral, and Emergency Response

Medford School District students may be referred to substance use intervention support and services through multiple channels. Students may self refer, have a family member or community therapist refer them, have a teacher or administrator refer them, or may be given the option to participate in supportive prevention services in lieu of exclusionary suspension. Once a student is self identified or referred in another way, counselors/administrators will collaborate with our on site CADC to schedule weekly counseling sessions for 4-6 weeks. If the student needs ongoing substance use prevention services, the CADC will continue to see the student on site or refer them to our partnering agency (Continuum) for additional or more intensive services. CADC's may also refer parents and families to ongoing substance use prevention counseling in the community. This District's intervention and referral process includes the following steps:

1. **Observation and Initial Concern:** Staff are trained to recognize and report possible signs of substance use and other behaviors that indicate distress. Reports of possible substance use or possession can be reported from any school employee including teachers, counselors, administrators, School Resource Officers, campus monitors, and other support staff.
2. **Initial Response and Safety Evaluation:** If a student appears or it is confirmed that the student is in immediate danger, staff will follow emergency response procedures. The procedures include notifying the School Resource Officer, Administration, school nurse (if applicable), and when necessary, administering opioid reversal medication per the District's [Medications Board Policy \(section 4/opioid reversal medication\)](#).

3. Reporting and Documenting: Concerns are documented using existing protocols and systems in place and must be submitted to a school administrator and counselor.
4. Referral to Support Services: Once a concern is documented, the student will be referred to the school counselor or Student Discipline Administrator for referral and connection to the CADC on campus for ongoing services.
5. Family Communication and Follow Up: Families will be notified (as needed/appropriate), and a follow up plan will be created with the student, family and CADC/Counselor for ongoing services. As part of MSD's Alternative to Suspension guidelines, families will be offered an alternative to exclusionary suspension where students may participate in counseling on site with our embedded CADC and may be referred to more intensive or additional services as needed.
6. Staff Communication and Follow Up: Building administrators will follow up with staff members who were involved in the identification of the student needing substance use intervention/prevention services. Administrators may provide support, feedback and resources to staff members and discuss any student outcomes or supports needed. Administrators may engage in restorative conversations with the staff member(s) affected and the student who was identified as needing services with the goal to promote staff wellness and support a positive and productive transition back to the learning environment.

Communication

Our annual Youth Truth Survey, student leadership and voice groups, staff and teacher input, and yearly data around suspensions due to substance use policy violations, and clear and consistent district wide communication provide a strong foundation for information and resource sharing with families and staff. MSD uses board presentations, staff meetings, and information on the district website to communicate updates, implementation, services available and priorities in regards to youth substance use prevention and intervention

Staff Training

All staff participate in annual drug and alcohol training led by school nurses, Crisis Prevention Manager, Administrators, or Community Partners. Annual training includes an overview and access to MSD's Comprehensive Substance Use Prevention and Intervention Plan which includes school staff responsibilities and curriculum guidelines. Staff trainings as well as access to guidance from building administrators, evidence based resources and curriculum gives staff the opportunity to reflect on their own beliefs, core values, and experiences around substance use/abuse while implementing and delivering a uniform message on substance abuse, awareness and prevention. Additional staff training which focuses on school climate and culture is delivered yearly in efforts to assist educators and staff on reducing stigma related to mental health, substance abuse, and seeking access to services related to either or both. The goal of MSD staff training, resources, and access to administrative support equips and empowers our school staff with the knowledge, language, and

confidence to approach, teach, and support these topics with students in a judgement free, compassionate and supportive environment.

Staff Facilitators of supplemental or therapeutic programs receive and complete facilitator training prior to delivering content to staff around youth substance abuse. All staff providing substance use counseling or prevention/intervention materials to youth have been trained in the delivery of these models and maintain a licensure in School Counseling or are Certified Drug and Alcohol Counselors provided through local partner Continuum Behavioral Health and Recovery Services.

Upstream prevention is an essential component in youth substance use prevention and awareness. In efforts to promote overall student health and wellness and reduce future substance use and abuse, staff receive professional development on the delivery of youth mental health and suicide intervention (SOS:Signs of Suicide and Response), social emotional wellness curriculum (Sources of Strength, Character Strong and , as well as mandatory reporter training and professional development around restorative justice practices. Integration of these components throughout the district increases awareness, connectedness, and access to safe adults and services which are all essential when considering and implementing upstream prevention strategies.

Section 3: Strategic Improvement

This section provides the areas that the district's Substance Use Prevention and Intervention Plan will prioritize as part of the strategic improvement process. The district conducted a SWOT analysis (Appendix A) as part of the annual review process and used results from this analysis to develop objectives for the 2025-2026 school year.

Substance Use Prevention and Intervention Strategic Improvement Plan

Goal Area: K-12 Instruction

Objective #1: Continue to deliver existing k-12 substance use prevention and awareness lessons in addition to integrating new ODE lesson plans.

Table 2.1 Activities and Outcomes for K-12 Instruction Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Communicate to staff and family any curriculum updates or changes.	September 2025	School Administration	<ul style="list-style-type: none"> All staff and families will have awareness of new lessons or content with time allowed to review to ask questions and share feedback.
Identify 1-2 staff members at each school site to attend professional development and learning opportunities with resources and strategies they can bring back and share with school site.	September-December 2025	School administration/teachers/SEA /Counselors	<ul style="list-style-type: none"> Staff will be empowered to engage in additional learning opportunities and increase their confidence in the delivery of substance use prevention education.
Teachers will work in PLC's to integrate and evaluate the delivery of new content/lessons/resources.	January-March 2026	Teachers	<ul style="list-style-type: none"> Students will receive consistent and applicable age appropriate substance use prevention education across grade levels and district wide.

Goal Area: Rules Policies and Procedures

Objective #1: This district will adopt Alternative to Suspension Guidelines, and a uniform screening and referral processes to track how many students participate in intervention services and treatment post referral and screening. Students may be screened and referred for services based on suspension for substances, self referral, family referral, counselor/teacher/admin referral, or court mandated.

Table 2.2 Activities and Outcomes for Rules, Policies, and Procedures Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Identify staff members at each school who are responsible for referral tracking, service connection, and follow up treatment or services to be completed in or out of school.	March 2025	<ul style="list-style-type: none"> ● Superintendent ● Student Wellness Director ● Administrators 	<ul style="list-style-type: none"> ● All staff will notify designated staff member(s) when making referrals. ● Family, student and school counselor based referrals will increase for both in school and out of school SUD services.
Develop and implement workflow to screen, place, track referrals, and reach out to families for clarity and agreement on alternatives to exclusionary suspension and time frame of SUDS services.	March 2025	<ul style="list-style-type: none"> ● Student Management Office ● School Counselors ● SEA ● Continuum CADC ● Crisis Prevention Manager 	<ul style="list-style-type: none"> ● Referral tracking will follow a consistent process to ensure that more students and families receive referral and intervention services in a timely way. ● Thorough data collection and evaluation of programs and strategies effectiveness over time. ● Decrease school discipline incidents related to substance use/possession. ● Decrease time students spend out of school for possession and substance violation and increase time in the classroom and participating in supportive services on site.
Make staff, teachers, students, families and administrators aware of how to make a referral and receive services for students and families.	September 2025	<ul style="list-style-type: none"> ● Administrator ● Crisis Prevention Manager ● School Counselor ● SEA ● Continuum CADC 	<ul style="list-style-type: none"> ● Increase the amount of students and families who participate in supportive SUDS services. ● Build confidence in school staff when making referrals. ● Empowers students and families to self refer.

			<ul style="list-style-type: none"> • Destigmatize help seeking behaviors and treatment for mental health and substance use services.
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* All screeners and referrals are sent to the Crisis Prevention Manager at MSD quarterly for data tracking purposes. Screenings and Referrals are administered by Continuum CADC, School Counselors, SEAs, Student Discipline Staff, and Administrators and then collected by the Crisis Prevention Manager

Goal Area: Communication

Objective #1: Increase staff, student, community and family awareness of MSD’s Comprehensive Substance Use Prevention and Intervention Plan.

Table 2.3 Activities and Outcomes for Communication Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Post the Comprehensive Plan on the district website.	March 2026	Director of Student Wellness	<ul style="list-style-type: none"> • Students, families, staff and the community will have access and be able to reference MSD’s Comprehensive Plan.
Show staff members how to access plan during annual staff training.	March 2026	Building Administrator	<ul style="list-style-type: none"> • Staff will have increased knowledge and awareness of MSD’s Comprehensive Plan and be able to reference it as needed.
Send out parent notification detailing how to access plan on website.	March 2026	Building Administrator	<ul style="list-style-type: none"> • Families will have increased awareness and use of MSD’s Comprehensive Plan.

Goal Area: Staff Training

Objective #1: All staff will be trained in how to respond to opioid overdose, including the administration of opioid reversal medication.

Table 2.4 Activities and Outcomes for Staff Training Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Outcomes
Ensure district opioid overdose response protocol is updated and any changes to the plan are communicated.	January 2027	District Leadership and Board	<ul style="list-style-type: none"> All district documentation is aligned with current practice to ensure systemic consistency.
Coordinate with District Nursing Staff and community partners to provide training for all staff members.	August 2025	Student Wellness Director and Building Administrators	<ul style="list-style-type: none"> Increased capacity for the district to respond to on site opioid overdoses.
Incorporate staff postvention steps and support for staff for post opioid response incidents.	August 2025	Student Wellness Director and Building Administrators	<ul style="list-style-type: none"> Staff feel supported and prepared emotionally to provide emergency opioid overdose care.
District Wellness and Nursing staff will coordinate and provide ongoing refresher training as needed or requested.	August 2025- June 2026	District Nursing Staff	<ul style="list-style-type: none"> All staff members feel competent to provide emergency opioid overdose care.

Table A.1 SWOT Analysis- Internal Strengths

CATEGORY	INTERNAL STRENGTHS
K–12 Instruction	<ul style="list-style-type: none"> ● MSD adopted K-12 curriculum that aligns with ODE 2023 Health Education Standards. ● Embedded CADC at all secondary sites (grades 6-12) in the Medford School District providing free, on site substance use counseling to students referred through self, family, counselor, administrator, or through MSD’s Alternative to Suspension guidelines. ● High School Counseling Department, and on site CADC and MH Therapists provides resources and connections to community organizations for mental health and substance use disorders. ● On site mental health therapy at all secondary sites for students seeking support. May be self referred or referred by a staff member or counselor. ● Adopted k-12 SEL Curriculum. ● Advisory class structure allowing for additional prevention education opportunities in grades 6-12. ● Suicide and mental health trainings provided by counselors and health teachers which has integrated topics of substance use awareness, outcomes, and prevention.
Policies, Rules and Procedures	<ul style="list-style-type: none"> ● MSD has adopted board approved instructional material policies and follows a structured process for curriculum selection and approval. ● Written policies and Board presentations reflect continued efforts to meet state requirements and ensure alignment with current state health standards. ● MSD offers an alternative to exclusionary suspension through screening tools, referrals and participation in substance use prevention and intervention supports with a CADC.
Communication	<ul style="list-style-type: none"> ● Annual student and family surveys, student leadership and advisory groups, and a strong District Communications Department provide a solid foundation and system for sharing information, resources and needs with families and staff. ● MSD uses board presentations, MSD website, and family/staff email communication to inform on updates and priorities related to health education and substance use resources.
Staff Training	<ul style="list-style-type: none"> ● MSD uses a district training calendar, planned and updated quarterly, to include dedicated time for professional development. ● Early release days, in-service trainings, and asynchronous modules are used for ongoing staff training. ● MSD plans to train all staff on overdose prevention and intervention protocols and postvention by June 2026. All staff received the most up to date training in August of 2025.

School Board Approval	<ul style="list-style-type: none"> • The school board has reviewed and approved previous curriculum adoptions, with input from staff, administrators, and community members. • The district has a transparent review process for instructional materials and is committed to involving stakeholders in future updates. • Board presentations and feedback loops have been part of the recent adoption timeline.
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Table A.2 SWOT Analysis- Internal Weaknesses

CATEGORY INTERNAL WEAKNESSES	
K–12 Instruction	<ul style="list-style-type: none"> • Historically and regionally, there has been a lack of professional development opportunities for staff related to best practices around substance use prevention education. • Lack of consistent implementation of classroom lessons by all staff • Resistance from elementary staff for lessons directly related to drugs, alcohol and vaping due to time constraints and lack of confidence and training around the subject.
Policies, Rules and Procedures	<ul style="list-style-type: none"> • There is no flow chart or check list for procedures on how students and families on how to self refer for SUDs services on site, nor is there formal written instructions for staff on how to refer students to SUDs services. • Students are unaware of how to request SUDs support for themselves and fear disciplinary action if they self reports substance use issues
Communication	<ul style="list-style-type: none"> • Many staff members, students, families and the community are unaware that this district has a Comprehensive Substance Use Prevention and Intervention Plan that is followed and is based on Oregon Health Standards and initiatives. • There is very little communication with families or the community about substance use prevention education or resources available in Medford Schools, especially in grade k-5.
Staff Training	<ul style="list-style-type: none"> • Due to time constraints and other required trainings, there are often barriers to training all staff in a uniformed way prior to the start at school. This leads to a lack of understanding of expectations, resources, curriculum and policy. • Time for staff training is typically very limited during a school calendar year, so at times, important components such as best practices, resources, destigmatization, and adult wellness can be overlooked.

School Board Approval	<ul style="list-style-type: none">• The Comprehensive Substance Use Prevention and Intervention Plan will be presented for approval by the board in spring of 2026, initially with limited input from students, families and the community during the initial roll out and approval of the plan.
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Table A.3 SWOT Analysis- External Opportunities

CATEGORY	EXTERNAL OPPORTUNITIES
K–12 Instruction	<ul style="list-style-type: none"> ● The adoption of a new health curriculum provides opportunities for staff to review existing substance use prevention units, develop coherent approaches to substance use prevention across grade levels, and engage in professional development. ● Engage with community partners like Continuum, the ARC, and Jackson County HHS for guest speaker and training opportunities for staff, students, and families.
Policies, Rules and Procedures	<ul style="list-style-type: none"> ● This district is currently following guidelines for exclusionary suspension and discipline for the violations of substance related policies. MSD is in the process of reviewing existing policies to identify where updates can be made to reduce incidences of exclusionary discipline and increase pathways to treatment and support.
Communication	<ul style="list-style-type: none"> ● MSD maintains strong and respectful working relationships with community partners who collaborate around messaging and resources available at school and in the larger community. ● MSD uses informational flyers, letters, and opt out forms for all k-5 grade students receiving substance use education and uses counselor/CADC led scripting for call to families to discuss services, treatment timelines and alternatives to exclusionary discipline.
Staff Training	<ul style="list-style-type: none"> ● There are opportunities to collaborate with the regional ESD, Jackson County HHS, and other partnering addiction treatment agencies to hold staff trainings and provide supportive and informational resources about treatment and addiction to staff.
School Board Approval	<ul style="list-style-type: none"> ● The School Board has a trusting and respectful relationship with District leadership and administration and has a strong desire to promote and strengthen mental health and substance use treatment services both on and off campuses.

Table A.4 SWOT Analysis- External Threats

CATEGORY	EXTERNAL THREATS
K–12 Instruction	<ul style="list-style-type: none"> ● Staff and families may have concerns about discussing and presenting substance use related topics and resources with younger students. ● Staff may be uncomfortable presenting substance use related topics due to their own experiences and beliefs around substance use. ● There are limited academic programs regionally for students receiving intensive treatment for substance use.
Policies, Rules and Procedures	<ul style="list-style-type: none"> ● Current funding through The City of Medford and Continuum for MSD’s alternative to suspension program is limited and will end in 2030. This funding currently pays for embedded CADCs at each secondary school. ● There may be concerns from staff and families around students not being excluded for substance use/possession at school. There is a need for education and analysis around supportive interventions and treatment participation outcomes versus the harm of exclusionary discipline.
Communication	<ul style="list-style-type: none"> ● Existing communication platforms used in schools do not provide the metrics pertaining to who is engaging, how often they’re engaging, completion of treatment, and reoffending substance related policies post treatment. ● Hippa and Ferpa laws can, at times, limit the amount of information, progress, participation and outcomes shared between SUD/MH Treatment providers and schools.
Staff Training	<ul style="list-style-type: none"> ● There is minimal time for staff training during non student days. In order to provide additional learning opportunities for staff during school or outside of school, funding would need to be evaluated and bolstered to pay for substitutes and staff training time/facilitators.
School Board Approval	<ul style="list-style-type: none"> ● There is low concern for external threats coming from The Medford School Board. Potentially, community members may express concern related to MSD’s Substance Use Prevention and Intervention Plan due to varying beliefs, experiences, and values held by members of the community.

Table A.5 Action Items and Goals

ACTION ITEMS & GOALS	
<p>Which opportunities should we pursue? How can we use our strengths to help us succeed?</p> <ul style="list-style-type: none"> ● During the 2025-2026 school year, The Medford School District will focus on the opportunity to expand already existing k-12 substance use prevention education. MSD will support educators through training and coaching, in order to become more comfortable delivering the content in grades k-5. ● Medford School District will clarify and enhance the screening and referral process to increase comfortability and consistency around how and when to refer a student. ● Medford School District will clarify and enhance the guidelines and procedures for students participating in substance use treatment in lieu of exclusionary suspension. ● Medford School District will increase family and community awareness of the Substance Use Prevention and Intervention Plan as well as awareness around mental health and addiction treatment services offered on campus ● Medford School District will ensure that staff are prepared practically and emotionally to respond to opioid related emergencies on campus. 	
<p>Which weaknesses can be worked on to help maximize success?</p> <ul style="list-style-type: none"> ● MSD will work on ensuring that all staff, students, families and community partners receive clear and consistent messaging from the district around our substance use prevention and intervention programs, treatment available on site, and our guidelines around alternative to suspension based treatment options. This consistent messaging and information will support MSD’s efforts to increase family engagement, reduce stigma, keep students in school, strengthen intervention processes and enhance community collaboration and partnership. 	

Appendix B: Substance Use Prevention and Intervention Resources

Table B.1 Prevention Education Resources

Resource	Description	Link/Contact Information
2023 Health Education Standards	Grade level health standards adopted by the Oregon Department of Education.	Health Standards Adopted 10.19.23.pdf
ODE Substance Use Prevention Lessons	Instructional materials developed by ODE include annually required opioid prevention lessons and optional K-12 substance use prevention lessons.	Oregon Department of Education: Substance Use Prevention Education
The Great Body SHop	Age-appropriate health curriculum that aligns with K-5 health standards.	The Great Body Shop k-5 Curriculum
Character Strong	Age-appropriate Social Emotional Curriculum that aligns with K-5 health standards.	Character Strong Elementary Curriculum
The Great Body Shop	Age-appropriate health curriculum that aligns with 6-8 health standards.	The Great Body Shop 6-8 Prevention Education
Halpern-Felsher REACH lab: Stanford Pediatrics Prevention Education	Portal of evidence-based, age-appropriate substance use prevention and intervention programs.	Halpern-Felsher REACH lab: Stanford Pediatrics
Alex's Story	Age-Appropriate health curriculum that aligns with 6-8 and 9-12 health standards	Alex's Story: The Dangers of Fentanyl
Human Kinetics Textbook (digital)	Age-appropriate health curriculum that aligns with 9-12 health standards.	Health for Life (2018-2026) Live Well Comprehensive HS Health (2026-27)
ClearAlliance	Portal of evidence-based, age-appropriate substance use prevention and intervention programs.	CLEAR Alliance: Evidence Based Substance Use and Impaired Driving Education
Tall Cop Says Stop	Substance abuse and misuse education including trends, statistics and prevention strategies for families and communities.	Tall Cop Says Stop: Substance Abuse and Misuse Education and Trends

Table B.2 Intervention and Referral Resources

Resource	Description	Link/Contact Information
District Drug and Alcohol Policy	District policy for drug and alcohol use on campus and at school-sponsored events.	Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
District Opioid Overdose Response Protocol	District protocol for identifying and responding to opioid-related medical emergencies.	Medications [pg 2 Opioid Antagonist Administration]
OHA/ODE Fentanyl Toolkit for Schools	Toolkit developed by the Oregon Health Authority, Oregon Department of Education and Alcohol and Drug Policy Commission to support prevention, harm reduction and response efforts related to fentanyl use.	2024 Fentanyl Toolkit for Schools
SAMHSA Student Assistance Framework	Guide for school administrators regarding the impact and key components of student assistance services.	Student Assistance: A Guide for School Administrators
Teen Intervene	Intervention program delivered by trained school staff or embedded CADC which may be used as an alternative to suspension tool or may engage students who self referred or are referred by a family member or other school staff.	Teen Intervene Program
Family Solutions	Students and parents or School Counselors may refer students to on site, mental health therapists for co-occurring mental health/substance use disorders.	Family Solutions School Based Counseling

Table B.3 Communication Resources

Resource	Description	Link/Contact Information
ODE Growing Up Safe Campaign	Substance use prevention campaign for caregivers of K-5 students.	Oregon Department of Education : Growing Up Safe - K-5 Media Campaign : Health : State of Oregon
ODE True Friends (6-8) Campaign	Substance use prevention campaign for 6-8 students and their caregivers.	Oregon Department of Education : True Friends - 6-8 Media Campaign : Health : State of Oregon
ODE True Friends (9-12) Campaign	Substance use prevention campaign for 9-12 students.	Oregon Department of Education : True Friends - 9-12 Media Campaign : Health : State of Oregon
MSD Student Wellness Page	Webpage with information for parents and students about school health services, prevention programs, school counseling department, School based mental health and substance use prevention services, district suicide prevention plan, and other vital information for the health and wellness of students and families.	Medford School District Student Wellness Department

Table B.4 Staff Training Resources

Resource	Description	Link/Contact Information
ODE Opioid Prevention Webinars and Slides	Slide decks from the ODE opioid prevention webinars in May 2025	Oregon Department of Education: Webinar
ODE Restorative Practices Training and Technical Assistance	Training and technical assistance for educators and administrators in restorative practices provided by the Oregon Department of Education.	Restorative Practices and Restorative Justice Training Overview and Resources

Table B.5 Community Resources

Resource	Description	Link/Contact Information
Continuum Behavioral Health and Recovery Services	Partners with MSD to embed CADCs at all secondary schools to provide free counseling sessions at school and referrals to students and families for ongoing intensive outpatient treatment in the community. Provides free counseling as an alternative to suspension and to students who are referred by self, family, counselor or administrator.	Continuum Behavioral Health and Recovery Services 541-772-1777
MSD Prevention Coordinator	Point person within Medford School District who coordinates on site treatment services, oversees alternative to suspension referrals and processes, and coordinates with outside partnering agencies to provide educational opportunities for staff, students and families.	Jill Jeter-MSD Crisis Prevention Manager Jill.Jeter@medford.k12.or.us 541-841-2915
Addiction Recovery Center	Provides screening and treatment for youth 14 years and older who are at risk for substance use disorder.	The ARC
Jackson County Mental Health and Substance Use Services Resource Guide	Jackson County-specific resource guides focused on mental health and substance use services and resources.	Jackson County MH and SUDs Services Resource List

