Website Version - For version with live links, contact sean.reinhart@bend.k12.or.us

Bend-La Pine Schools

Substance Use Prevention and Intervention Plan

2026

Section 1: Plan Introduction and Overview

Executive Summary

The Bend - La Pine School's mission statement is *Educating Thriving Students.* The district has a commitment to partnering with our community to support student-centered systems that best match our region's needs and values, even as they change.

The purpose of Bend - La Pine School's Substance Use Prevention and Intervention Plan is to comprehensively address substance use and its impacts for students K-12. Following the 2024 mandate by Oregon's Senate Bill 238, the plan includes comprehensive prevention resources. It acknowledges the resilience and resourcefulness of school systems, highlighting their crucial role during community crises. Schools provide support and stability, and this document equips staff with the tools and understanding needed to address substance issues effectively.

Data from the district's 2024 Student Health Survey provides important insight into student substance use and related factors, such as school climate and students' overall emotional wellbeing. Bend-La Pine Schools is on par with the state for 30-day (current) substance use for alcohol, cannabis, and vaping/nicotine use at 6th and 8th grades. BLS's 11th grade students are reporting more alcohol and cannabis use compared to the state; however, 11th grade vaping is on par with the state. Students experiencing cognitive difficulties (difficulty focusing, remembering, or completing tasks) report the highest levels of 30-day (current) substance use.

Adolescents are at increased risk for adverse health outcomes related to substance use. Beyond health implications, adolescent substance use is associated with academic disengagement, mental health challenges, and a higher propensity for involvement in the juvenile justice system. Early intervention can reduce the prevalence of alcohol, tobacco, and other drugs, thereby enhancing protective factors and fostering a healthier school and community environment. The default response to substance use policy violations at Bend - La Pine Schools, UpShift, offers early intervention and referral to supports as needed.

Bend-La Pine Schools is committed to implementing this substance use prevention and intervention plan. Additionally, we;

- Recognizes that physical and mental health underpin all learning. Physical and mental health, including substance use prevention and intervention are integral components of students' academic success and well-being, both while at school and beyond graduation
- Further recognizes that substance use is a leading risk factor for adolescent overdose and death. Synthetic opioids, such as fentanyl, have dramatically increased overdose deaths among youth, underscoring the urgent need for effective prevention and intervention strategies (Oregon Department of Education, 2024). In Deschutes County,

substance use-related deaths remain a major public health concern and are closely tied to broader mental health crises among youth.

- Has an ethical responsibility to take a proactive approach in prevention of substance use related deaths.
- Acknowledges the school's role in fostering a culture that supports positive youth development and resilience, while being sensitive to the individual, community and societal factors that increase youth vulnerability to substance use.
- Acknowledges that comprehensive substance use policies include prevention, intervention, and postvention components.
- Will publish its policy and plan on the district website and will revisit and refine the plan as needed.

The prevention and intervention plan aims to increase understanding of substance use and risks, make sure students and families know what prevention and intervention resources are available, and set a clear K–12 education plan. It also focuses on giving staff the training they need and improving communication with the community. Overall, the district is working hard to build a strong support system that allows students to thrive.

Acknowledgements and Contact Information

Name, Title	Contact Information	Roles and Responsibilities Within This Plan
Sean Reinhart Executive Director Student Services Bend - La Pine Schools	Sean.Reinhart@bend.k12.or.us	• Ensure alignment with district policies and state mandates • Ensures implementation of programs
Jennifer Hauth Director of Student Well-being Bend - La Pine Schools	Jennifer.Hauth@bend.k12.or.us	• Ensure alignment with district policies and state mandates • Ensures implementation of programs
Dean Richards Director of Secondary Curriculum, Instruction, and Systems Bend - La Pine Schools	Dean.Richards@bend.k12.or.us	• Ensure alignment with district policies and state mandates • Ensures implementation of programs
Julie Richards Director of Elementary Curriculum, Instruction, and Systems Bend - La Pine Schools	Julie.Richards@bend.k12.or.us	• Ensure alignment with district policies and state mandates • Ensures implementation of programs
Eric Powell Director of Student Services Bend - La Pine Schools	Eric.Powell@bend.k12.or.us	• Ensure alignment with district policies and state mandates
Dr. Aimee Snyder Adolescent and School Health Supervisor Deschutes County Health Services	Aimee.Snyder@deschutes.org	• Provide oversight of the Healthy Schools program • Support the district with collaborative, systemic, and integrative approaches to addressing topics such as substance use • Support communication of the plan to school staff, families and community partners
Heather Tang Community Health Strategist Deschutes County Health Services	Heather.Tang@deschutes.org	• Provide consultation and education for school staff related to substance use and district

		protocols ● Support with implementation and maintenance of the UpShift program ● Support communication of the plan to school staff, families and community partners

Section 2: Substance Use Prevention and Intervention Plan

Equity Stance

Bend-La Pine Schools is committed to the principle of equity. Equity supersedes the notion of equality, where all are treated the same. Pursuing equity requires the removal of barriers and the promotion of inclusive practices so that all students fully benefit. This document was created in consideration of and using the lens of our Equity Stance.

Bend-La Pine Schools recognizes that in order to promote belonging and connectedness for all students, we must continue to identify and disrupt areas of bias, discrimination and racism in our schools. BLS continues to center wellness promotion activities through an equity lens. This means we are committed to continuing to grow in supporting our culturally and linguistically diverse students and families, as well as uncovering and changing systemic inequities for students with persistent patterns of outcome gaps – in particular, our multilingual students, students with disabilities, and students in poverty. We also acknowledge that our schools have felt unsafe to some students more than others – in particular our LGBTQIA2S+ community, and our students and families of color.

Related Legislation, Board Policies, and Funding Sources

Bend - La Pine Schools policies and procedures are grounded in its prevention-focused philosophy, which sees substance misuse prevention as a shared responsibility across schools, families, and the community. Bend - La Pine Schools believes in creating a safe, supportive environment where students are empowered to make informed, healthy choices. Bend - La Pine Schools upholds that substance use is both illegal and harmful, and clear consequences for use or possession follow Oregon Administrative Rules (OAR 581-021-0050 and 581-021-0055). These policies also include intervention and referral processes to ensure students receive the help they need instead of experiencing the harmful consequences of exclusionary discipline. Bend - La Pine Schools incorporated feedback from families,teachers, students, administrators, local agencies, and subject matter experts. Funding for planned activities will be provided

through a combination of general fund allocations, grant monies, District leadership will conduct regular reviews of the plan to ensure effective implementation and progress tracking.

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)
- 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, and Tobacco Prevention
- Steroids and Performance Enhancing Substances
- Medications
- Adi's Act
- Life Sustaining Emergency Care

Outline of Prevention and Intervention Strategies

K–12 Instruction

Bend-La Pine Schools provides substance use prevention education through the following service areas:

- Life and Career Readiness
- Health Instruction

Bend-La Pine Schools' K-12 Life and Career Readiness (LCR) combines multiple initiatives into one framework that includes school-wide Social and emotional learning, college and career prep, and positive youth development. The programs include Wayfinder, SchooLinks, and Sources of Strength, which are implemented through a variety of school structures, such as Advisory, Flex scheduling periods, and the high school Higher Ed/Career Planning course. Life

and Career Readiness works as substance use prevention by enhancing coping skills and providing students with the tools to navigate challenges while cultivating a purpose for abstaining from substances. See the Life and Career Readiness section within each grade band below for more details on what LCR looks like at each level.

Bend-La Pine Schools' K-12 Health Instruction is aligned with the State Board-adoption Health Education Academic Content Standards and complies with Oregon's law related to K-12 substance use prevention education. Beyond meeting the K-12 Health Education requirements, Bend-La Pine Schools' implements multiple substance use prevention education programs that have been proven to be effective at preventing adolescent substance use. Overall, Bend-La Pine Schools Health instruction focuses on progressively building students' health skills, including accessing accurate information and reliable resources, analyzing influences of behaviors, communicating boundaries, making decisions based on goals and values, and managing personal stress and behavior.

K-5 Instruction

Elementary School Life and Career Readiness: Wayfinder

Wayfinder is the district-adopted Life and Career Readiness curriculum, meeting the state's Transformative Social and Emotional Learning Standards. In grades K-5, each classroom teacher is expected to deliver all core lessons in their grade level workbook (listed below).

- Kindergarten: Exploring Feelings + Actions
- 1st Grade: Caring for Ourselves + Others
- 2nd Grade: Growing + Understanding Ourselves
- 3rd Grade: Creating Connections + Fostering Curiosity
- 4th Grade: Confidence + Community
- 5th Grade: Building Empowered + Engaged Leaders

Elementary School Health Instruction

The district has postponed their elementary Health curriculum adoption based on elementary schools' overall curricular needs. A more comprehensive Health Scope and Sequence will be established by the 2027-2028 school year. Substance use prevention (including preventing

accidental poisonings) was identified as a priority topic to include in the 2027-2028 Health Scope and Sequence. Current Health instruction for substance use prevention includes:

- Grades 3-5: Sources of Strength "Connectors to Help," delivered by counselors

6-8 Instruction

Middle School Life and Career Readiness: Wayfinder

Each middle school is expected to complete all core lessons in the Wayfinder grade level workbooks (listed below). It is recommended for schools to follow the district's Middle School Advisory Scope and Sequence which includes all grade level workbook lessons plus Wayfinder Activities added in to improve school climate and student belonging. Schools may copy and adapt the district's Advisory Scope and Sequence to meet school needs, but must complete the core lessons.

- Grade 6:
    - Belonging Foundations
        - Chapter 1: Community Building
        - Chapter 2: Self-Awareness + Values
        - Chapter 3: Accepting + Managing Emotions
        - Chapter 4: Conflict + Action
        - Chapter 5: Perspectives + Practice
        - Chapter 6: Closing Reflections
- Grade 7:
    - Belonging 1: Self
        - Chapter 1: Community Building
        - Chapter 2: Exploration + Storytelling
        - Chapter 3: Emotions + Awareness
        - Chapter 4: Goals + Habits
        - Chapter 5: Pressures + Challenges
        - Chapter 6: Closing Reflections
- Grade 8:
    - Belonging 2: Community
        - Chapter 1: Community Building
        - Chapter 2: Community + Connection
        - Chapter 3: Relationships + Support
        - Chapter 4: Communication + Needs
        - Chapter 5: Curiosity + Place
        - Chapter 6: Closing Reflections

Middle School Health Instruction

Middle school Health instruction is expected to be delivered by endorsed Health teachers or a teacher working towards a Health endorsement. Health instruction is expected to follow the district's Health Scope and Sequence and use the district adopted curriculum, or district-approved supplementary materials to fill gaps in the adopted curriculum. District-approved guest speakers can provide Health information in addition to, not in lieu of, district-adopted curriculum.

- Grade 6:
    - Live Well Chapter 6: Emotional Wellness
    - Live Well Lesson 7.1 Managing Stress
    - CATCH My Breath vaping prevention
    - Live Well Chapter 10 Alcohol
    - Erika's Lighthouse Level I
    - ODE Opioid Prevention lesson
    - Health Resources for Students
- Grade 7:
    - Live Well Chapter 8: Relationships and Social Health
    - SmartTalk Cannabis Awareness and Prevention
    - Project ALERT Core Lessons
    - Erika's Lighthouse Level II
    - ODE Opioid Prevention lesson
    - Health Resources for Students
- Grade 8:
    - Live Well Chapter 9: Violence and Conflict
    - Live Well Chapter 12: Legal and Illicit Drugs
    - Project ALERT Booster
    - Erika's Lighthouse Level II (One-Day Lesson)
    - ODE Opioid Prevention lesson
    - Health Resources for Students

9-12 Instruction

High School Life and Career Readiness Curriculum:

Wayfinder

Wayfinder is the district-adopted Life and Career Readiness curriculum, meeting the state's Transformative Social and Emotional Learning Standards. Wayfinder is expected to be delivered by any certified teacher.

- Belonging 3: Action
    - Minimum required is 10 core "fast track" lessons, but recommended to complete the whole workbook. Workbook includes:
        - Chapter 1: Strengths + Growth
        - Chapter 2: Habits + Social Support
        - Chapter 3: Conflicts + Resolutions
        - Chapter 4: Interconnection + Humanity
        - Chapter 5: Reflection + Readiness
    - Recommended for 9th grade, but may be completed any time over 9-12 if needed
- Purpose 1: Self
    - Implemented through Higher Ed and Career Path Skills course (ideally grade 11, but may be completed any time across 9-12)
    - Workbook includes:
        - Chapter 1: Motivation + Inspiration
        - Chapter 2: Character + Values
        - Chapter 3: Routines + Habits
        - Chapter 4: Growth + Learning
        - Chapter 5: Reflection + Readiness

SchooLinks

- Activities embedded into the Higher Ed and Career Path Skills course (ideally 11th grade, but may be completed any time over grades 9-12)
    - Higher Education Career Path Skills (HECPS) Activities/Resources by Standards
- Counselor-delivered Activities (grades 6-12)
    - Educational Plan and Profile
    - School Counseling Programming: High and Middle

High School Health Instruction

High School Health instruction is expected to be delivered by endorsed Health teachers or a teacher working towards a Health endorsement. Health instruction is expected to follow the district's Health Scope and Sequence and use the district adopted curriculum, or district-approved supplementary materials to fill gaps in the adopted curriculum. District-approved guest speakers can provide Health information in addition to, not in lieu of, district-adopted curriculum.

- Health 1 (usually 9th grade)
    - Live Well Chapter 2: Personal and Consumer Health
    - Live Well Chapter 7: Emotional Wellness
    - Live Well Chapter 8: Mental Health
    - Erika's Lighthouse Level III
    - ODE Opioid Prevention Lesson
    - Health Resources for Students
    - Stanford Safety First
    - CATCH My Breath High School
- Health 2 (usually 10th grade)
    - Stanford You and Me, Together Vape Free
    - Live Well Chapter 12: Tobacco and E-cigarettes
    - Signs of Suicide or Erika's Lighthouse "Booster" (Being a Trusted Peer)
    - Health Resources for Students

Student-Led Positive Social Norming Campaigns

Sources of Strength Peer Leader programs are encouraged for every secondary school, including K-8 middle grades. Over a school year, Sources of Strength Peer Leaders, with support and mentorship from trained adults in their school, deliver 2-3 school-wide positive norming campaigns with 3-5 activities each. The positive social norming campaigns engage all students in culturally-responsive ways of sharing and building their Strengths (coping resources).

Before delivering peer-to-peer activities, Peer Leaders must complete a Sources training, follow safe messaging guidelines, and be supported and mentored by trained Adult Advisors. Adult Advisors, with support from their Healthy Schools Public Health Specialist, must assure that student-led campaigns are safe, effective, and focused on "Hope, Help, and Strength". Whenever possible, the district will provide funding for training and operational costs; Schools are encouraged to integrate Sources of Strength into staffing plans and master schedules when possible.

Intervention, Referral, and Emergency Response

Students may be referred to intervention services through various channels, including self-referral, parent referral, staff referral, identification by Multi-Tiered System of Support (MTSS) teams, or offered following a violation of district drug and alcohol policy. UpShift ensures that adolescents are receiving early intervention, including brief intervention or referral to treatment or a mental health provider.

The primary intervention response to substance use at Bend - La Pine Schools is the UpShift protocol. UpShift is an alternative to an out-of-school suspension(OSS) program coordinated in partnership withDeschutes County Health Services-Public Health Department (DCHS-PH). The program is designed to engage students who are using substances or showing signs of substance use disorder to adopt healthy behaviors and stay in school, increase students' and guardians' knowledge of substance use risks, and increase supportive networks within the school community. UpShift ensures that adolescents are receiving early intervention, including brief intervention or referral to treatment or a mental health provider.

1. Observation and Initial Concern

Staff report signs of possible substance use or related risk behaviors. Reports can come from any school employee, including teachers, counselors, or support staff. Students and families are also able to report concerns to any school staff member.

2. Initial Response and Safety Check

A school administrator would be made aware of the situation and conduct further investigation to determine who/what/when/where. Parents/guardians are then contacted and given 24 hours to opt out of UpShift.

If a student appears to be in immediate danger, staff follow the emergency response procedures, including notifying the school nurse and, when necessary, administering opioid overdose reversal medication per the district’s Opioid Overdose Response Protocol.

3. Reporting and Documentation

Concerns are documented using established protocols and submitted to a school administrator or counselor. Incidents and response plans are documented via the district’s student information system (SIS) platform and/or UpShift tracking.

4. Referral to Support Services

Once a concern is documented, the student is referred to the staff member responsible for screening and/or referral to service.

5. Family Communication and Follow-Up

Families are notified (as appropriate), and a follow-up plan is created.

6. Staff Communication and Follow-Up

When a student violates the district's Student Code of Conduct (Code #4 - Banned & Illegal Substances), school administration will utilize appropriate interventions and consequences as appropriate to support the student following the incident.

When a substance-related medical emergency occurs in the district or community, the district provides crisis response follow-up and support to staff and students that may include sharing of resources, check-ins with counseling or Human Resources personnel, and support from community partners. An example of a substance-related medical emergency is an overdose that affects students or staff.

Communication

Below is a list of district communications related to substance use prevention and intervention:

Opioid Overdose PSA and annual notification of Narcan availability and intended uses on campus through Family Spotlight and “News and Events” webpage

Annual notification of UpShift in the Student Code of Conduct, and family newsletter notifications as needed

Health instruction notification letters (recommended, not required, for teachers to email out to parents/guardians of enrolled Health students prior to delivering Opioid Prevention and substance use prevention lessons)

- Sample Opioid Prevention Family Notification Letter
- Sample family notification letter for general substance use prevention programs: CATCH My Breath 6th Grade and Safety First High School

Monthly Healthy Schools “corner” in the district Family Spotlight newsletters and various secondary school newsletters: Public Service Announcements (PSAs) including positive parenting messages, information and tips related to positive parenting or youth behavioral health and development, and a link to a relevant health resource.

Bend-La Pine Schools' Mental Health Resources webpage for families

Bend-La Pine Schools' Family Handbook (calendar) with mental health information and resource links

Multiple Care Solace promotions a year via district website, Family Spotlight, Health instruction notification letters, and family nights (in secondary schools)

Staff Training

Bend - La Pine Schools will inform staff and their responsibilities within the plan via the newsletter, board communications, and as needed through direct training communications.

Throughout the school year, staff receive professional development related to Transformative Social-Emotional Learning, restorative justice practices, and mental health promotion for students and adults. These practices are integrated throughout the district and are an essential component of upstream substance use prevention.

STAFF		
Training	**Description**	**Cadence**
Narcan Training	Annual narcan training to all school staff provided by school nurses (part of training related to all emergency response practices)	Annual
UpShift Trainings	Protocol training for when students are in violation of school substance use policies or support for students who have demonstrated a need for early intervention related to substance use	Biannual or as needed
Prevention Education Best Practices	Best practices and up-to-date information related to substance use prevention, mental health promotion, and/or suicide prevention education for secondary Health teachers	At least once every 2 years

Administrator Horizontal Trainings	Leadership trainings where topics vary as needed (Code of conduct, policy changes, Administrator expectations, etc.)	Annual/Monthly
Tier 3 Teams or Continuum of Services	Professional development or professional learning community collaboration for School Counselors, Student Success Coordinators/Clinicians, and School Psychologists.	Annual
Sources of Strength Adult Advisor	A 4-6 hour training for admin and staff who are working with Peer Leaders in their school. The adults are trained to implement Sources of Strength to fidelity with the evidence-based program, which includes facilitating Peer Leader meetings and mentoring Peer Leaders through implementing school-wide safe messages of hope, help, and strength.	Annual or biannual as a “refresher”

Appendix A: Substance Use Prevention and Intervention Resources

Table B.1 Prevention Education Resources

Resource	Description	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
K-5 Health Curriculum	Age-appropriate health curriculum that aligns with K-5 health standards.	Health Scope and Sequence
6-8 Health Curriculum	Age-appropriate health curriculum that aligns with 6-8 health standards.	Health Scope and Sequence
9-12 Health Curriculum	Age-appropriate health curriculum that aligns with 9-12 health standards.	Health Scope and Sequence