

Board of Trustees Douglas County School District

STUDENTS

Substance Use, Misuse, and Abuse

I. PHILOSOPHY

The Board recognizes that the use of alcohol, drugs, and other illicit substances is a serious problem with legal, physical, and social implications for the school community. To ensure high standards of learning and the safety and well-being of students, the district is committed to a comprehensive Substance Abuse Program. Consistent with Nevada Revised Statutes, this program prioritizes Restorative Justice and Evidence-Based Practices to address the root causes of substance use while maintaining a safe learning environment.

II. COMPONENTS

1. Prevention (Evidence-Based Instruction) The prevention component focuses on classroom instruction, support services (nurses, counselors, and community agencies), staff training, and school climate. All instructional programs must be evidence-based and age-appropriate.

2. Intervention and Restorative Practices The district utilizes Multi-Tiered Systems of Support for early identification of students and a substance abuse protocol for students at high risk or those exhibiting a pattern of involvement with alcohol or drugs.

- Core Teams: Each school shall implement a Core Team consisting of an administrator, mental health professional, teachers, and auxiliary staff to facilitate interventions.
- Restorative Justice: In alignment with state law, disciplinary procedures for substance use violations shall incorporate restorative practices. These practices aim to repair harm and reintegrate students into the school community rather than relying solely on punitive exclusion.
- Individual intervention: Provide screening and appropriate individual intervention and referrals to outside community resources.
- Group Interventions: Schools will establish interventions and MTSS supports, which include educational best practice and fall within the scope of a public school system. They may include but are not limited to:

Psychoeducational groups
Skills development groups

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Cognitive-behavioral/problem solving groups
Support groups
Interpersonal process groups

3. Aftercare and Reintegration Support The District recognizes that recovery is a cultural and ongoing process rather than a single clinical event.

- Reintegration Plans: The Substance Prevention Specialist (SPS)/mental health professional will facilitate support for students returning from treatment.
- Staff Training: Applicable Staff will receive training in the addiction process, cessation/prevention support, confidentiality, and trauma-informed care.

III. COMMUNITY COLLABORATION

District substance abuse personnel including teachers, parents, law enforcement, and community members—will meet at least annually to review and analyze programs to ensure they meet current evidence-based standards.

[See Administrative Regulation #523 for specific disciplinary and restorative procedures.](#)

Date Adopted: 8/12/80
Date Revised: 9/9/86
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Date Revised: 7/16/2026