Creswell School District

Substance Use Prevention and Intervention Plan

Date Last Updated/Reviewed: 9/25/2026

Based on the Oregon Department of Education (ODE) Model Plan

CRESWELL SCHOOL DISTRICT 40

Table of Contents

Section 1: Plan Introduction and Overview 4

Executive Summary 4

Acknowledgements and Contact Information 6

Section 2: Substance Use Prevention and Intervention Plan 9

Mission and Vision 9

Related Legislation, Board Policies, and Funding Sources 10

Outline of Prevention and Intervention Strategies 13

Section 3: Strategic Improvement 19

Continuous Quality Improvement Overview 20

Strategic Improvement Plan 21

Appendix 25

Appendix A: SWOT Analysis Worksheet 25

Appendix B: Substance Use Prevention and Intervention Resources 31

CRESWELL SCHOOL DISTRICT 40

Section 1: Plan Introduction and Overview

Executive Summary

Creswell School District 40 (CSD) is committed to keeping every student safe, healthy, and ready to learn. This Substance Use Prevention and Intervention Plan describes how the district prevents alcohol, tobacco, vaping, and other drug use among students in kindergarten through grade 12; how staff identify and respond when a student is using or is at risk; and how the district partners with families and community agencies to support students. The plan meets the requirements of OAR 581-022-2045 and Senate Bill 238, and it will be reviewed annually and approved by the Creswell School Board.

Purpose and current landscape. Youth substance use remains a significant concern in Oregon. The availability of vaping products and cannabis, and the growing presence of illicitly manufactured fentanyl and counterfeit pills, mean that a single experiment can now be fatal. Creswell's most recent student survey results show that when 6th, 8th and 11th graders were asked about-30-day use of alcohol, cannabis, and vaping products, 5 of 140 students have tried at Creswell Middle School and 4 of 32 Creswell High School students have tried substances within the last 30 days. These data, together with discipline and counseling referral trends, informed the priorities in this plan.

Strengths, weaknesses, opportunities, and threats. The district's greatest strength is a coherent, board-adopted K–12 health curriculum: The Great Body Shop (K–5), Goodheart-Willcox Health (6–8), and Live Well (9–12). Each was adopted through a collaborative process that included classroom teachers, administrators, and Lane ESD, offered an opportunity for community input, and received final approval from the Creswell School Board. As a small, close-knit rural district, Creswell also benefits from strong staff–student relationships, a school counselor in each building, and district nursing support. Areas for growth include consistent documentation that required opioid prevention lessons reach every student in grades 6–12 each year, handbook language that is aligned across all three schools, a written opioid overdose response protocol, and more regular communication with families. Opportunities include partnership with Lane County Public Health and Lane ESD and the free prevention campaigns and lessons provided by ODE. Threats include the ease of access to vaping products and fentanyl-contaminated drugs, limited dedicated prevention staffing, and funding that is not guaranteed from year to year.

Objectives for 2026–27. The strategic improvement plan in Section 3 focuses on four goal areas:

- **K–12 Instruction:** Ensure every student in grades 6–12 receives the ODE opioid and fentanyl prevention lessons each year, with completion documented by building, and align health units to the 2023 Oregon Health Education Standards.
- **Rules, Policies, and Procedures:** Align board policies, administrative regulations, and all three student handbooks, and adopt a written opioid overdose response protocol that includes naloxone.
- **Communication:** Provide families at every grade band with at least two substance use prevention communications each year, and make the plan and related policies easy to find on the district website.
- **Staff Training:** Inform all staff of the plan and their responsibilities each year, and train designated staff in every building to recognize and respond to an overdose.

Intended impact. Through consistent instruction, clear and supportive policies, early intervention, and strong family and community partnerships, CSD aims to delay and reduce student substance use, connect students who need help to services quickly, and ensure staff are prepared to respond to a medical emergency. This plan reflects the district's commitment to a safe, supportive learning environment in which every Creswell student can thrive.

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
Amy Aguero, Superintendent	aaguero@creswell.k12.or.us	Plan lead. Coordinates the annual plan review, ensures compliance with OAR 581-022-2045, oversees curriculum and staff training, and presents the plan to the school board for approval.

CRESWELL SCHOOL DISTRICT 40

Amy Halley, Principal, Creslane Elementary	Ahalley@creswell.k12.or.us	Implements the plan at Creslane (K–5); ensures delivery of The Great Body Shop substance use units; administers discipline and parent notification consistent with board policy; shares K–5 family communications.
Leslie Watson, Principal, Creswell Middle School	lwatson@creswell.k12.or.us	Implements the plan at CMS (6–8); ensures annual delivery and documentation of ODE opioid prevention lessons in grades 6–8; administers discipline, intervention, and re-entry planning.
Chad Towe Principal, Creswell High School	ctowe@creswell.k12.or.us	Implements the plan at CHS (9–12); ensures annual instruction for all students in grades 9–12; oversees athletics/activities code of conduct; administers discipline, intervention, and re-entry planning.
School Counselors: Gina Catlin (Creslane), Jennifer Collins (CMS), Aaron Klein (CHS)	gcatlin@creswell.k12.or.us jcollins@creswell.k12.or.us; aklein@creswell.k12.or.us	Screen and support students referred for substance use concerns, connect students and families to community services, lead re-entry support, and support prevention lessons and campaigns.
Jessica Greene District Nurse	jgreene@creswell.k12.or.us	Oversees naloxone storage and the overdose response protocol, trains designated staff in overdose recognition and naloxone administration, and advises on medical emergencies and health services.
Health Education Teachers:	Avery Coombs amoreheadhutsell@creswell.k12.or.us Bethany Cross bcross@creswell.k12.or.us Chris Castro ccastro@creswell.k12.or.us	Deliver the adopted health curriculum and ODE supplemental lessons, document completion, and participate in the annual review of instructional materials.

	Didier Hemelsoet dhemelsoet@creswell.k12.or.us Gina Catlin gcatlin@creswell.k12.or.us Jeff Cardwell jcardwell@creswell.k12.or.us Jennifer Collins jcollins@creswell.k12.or.us JoAnn Watson jwatson@creswell.k12.or.us Janey Willis jwillis@creswell.k12.or.us Nastalia Raines nraines@creswell.k12.or.us Paul Goldspink pgoldspink@creswell.k12.or.us Rebecca Hodges rhodges@creswell.k12.or.us Shawna Bradley sbradley@creswell.k12.or.us Summer Martin smartin@creswell.k12.or.us	

Section 2: Substance Use Prevention and Intervention Plan

Mission and Vision

Vision Statement:

Every Creswell student will graduate with the knowledge, skills, and trusted relationships needed to make healthy, substance-free choices, in a school community where students feel safe asking for help for themselves or a friend.

Mission Statement:

Creswell School District prevents youth substance use by providing age-appropriate, standards-aligned health instruction in every grade; maintaining clear, consistent, and supportive policies; identifying students at risk early and connecting them with help; and partnering with families, Lane ESD, and community agencies that serve Creswell students.

CRESWELL SCHOOL DISTRICT 40

Related Legislation, Board Polices, and Funding Sources

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)

Philosophy Statement

Creswell School District believes that students learn best in a safe, healthy, and drug-free environment. The use, possession, distribution, or sale of alcohol, tobacco products, inhalant delivery systems (vaping devices), cannabis, and other drugs by students is illegal for minors and harmful to their health, learning, and development. The district is committed to prevention through education, early intervention and support for students who are using or at risk, and a tobacco- and drug-free environment for students, staff, and visitors on all district property and at all district-sponsored activities.

District Board Policies and Administrative Regulations

The following Creswell School District board policies and administrative regulations support this plan. Policies are maintained in the district's OSBA online policy manual and are reviewed annually.

- **JFCG/JFCH/JFCI** – Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems (and related AR)
- **GBK/JFCG/KGC** – Tobacco-Free Environment (students, staff, and visitors)
- **GBEC** – Drug-Free Workplace
- **JG, JGA, JGD, JGDA, JGE** – Student Discipline, Corporal Punishment Prohibited, Suspension, Discipline of Students with Disabilities, and Expulsion
- **JFG** – Student Searches and Seizures
- **JHCD/JHCDA** – Medicines / Medications, and **[[code]]** – Opioid Antagonist (Naloxone)

- **JFC** – Student Conduct

Illegal and Harmful Use

Board policy and each school's student handbook state that the possession, use, distribution, or sale of tobacco products, inhalant delivery systems, alcohol, drugs, or other controlled substances, including drug paraphernalia, is prohibited. Oregon law prohibits any person under age 21 from possessing tobacco, inhalant delivery systems, alcohol, and cannabis, and unlawful delivery of a controlled substance to a minor within 1,000 feet of school property is a Class A felony.

Consequences and Relationship with Law Enforcement

In accordance with OAR 581-021-0050 and 581-021-0055, students who violate district policy are subject to discipline that may include confiscation, parent/guardian notification, loss of privileges, exclusion from extracurricular activities and events, referral for substance use assessment or education, suspension, or expulsion. Administrators consider the student's age, past pattern of behavior, and the seriousness of the incident, and use alternatives to exclusion when appropriate. Discipline of students with disabilities follows IDEA and Section 504 requirements, including manifestation determination reviews. Student athletes and activity participants are also subject to the athletic/activities code of conduct. Students who violate district policy may be referred to law enforcement; administrators notify law enforcement when required by law, including incidents involving the sale or distribution of controlled substances

Jurisdiction

The district's jurisdiction includes all district property, district-owned, rented, or leased vehicles, bus stops, travel to and from school, and all school-sponsored events and activities on or off district property, including athletics, field trips, dances, and overnight trips.

Funding Sources

Creswell's program is supported primarily through the district general fund (health instruction and counseling staff). The district also uses or will pursue the following sources to support prevention and intervention:

- Student Investment Account (SIA) funds supporting student mental and behavioral health
- Partnership with Lane County Public Health's Alcohol and Drug Prevention and Education Program (ADPEP) for materials, campaigns, and technical assistance
- No-cost ODE prevention lessons, media campaigns, and training resources

CRESWELL SCHOOL DISTRICT 40

Outline of Prevention and Intervention Strategies

K–12 Instruction

Creswell School District K–12 Health Curriculum

- **K–5:** The Great Body Shop, Wayfinder (Creslane Elementary)
- **6–8:** Goodheart-Willcox Health, Wayfinder (Creswell Middle School)
- **9–12:** LiveWell, Wayfinder (Creswell High School)

Each curriculum was adopted through a collaborative process that included classroom teachers, administrators, and Lane ESD, offered an opportunity for community input, and received final approval from the Creswell School Board. Substance use prevention is taught as an integral part of each grade band's comprehensive health program, as described below.

Annual instruction for all high school students. Substance use prevention instruction occurs at least annually for all students in grades 9–12. Students enrolled in health receive the LiveWell substance use units, and all students in grades 9–12 receive the ODE opioid and fentanyl prevention lessons each year

Alignment with state standards. Wayfinder, The Great Body Shop, Goodheart-Willcox Health, and LiveWell are aligned with the Oregon Health Education Standards adopted by the State Board of Education. During 2026–27, the district will complete a crosswalk of substance use units to the 2023 standards to confirm alignment and identify any gaps (see Section 3).

Emphasis on prevention. Instruction emphasizes protective factors and prevention: accessing valid health information, analyzing influences, refusal and decision-making skills, goal setting, and advocating for personal and community health.

Content. Across the grade bands, instruction addresses the effects of alcohol, tobacco and nicotine (including vaping), cannabis, prescription and over-the-counter medicine misuse, and other drugs. Middle and high school instruction explicitly addresses the dangers of synthetic opioids, including fentanyl and its derivatives, counterfeit and fake pills, anabolic steroids, and performance-enhancing and other controlled substances.

Laws and protections. Instruction includes Oregon laws on the use of alcohol, tobacco, cannabis, and other drugs, especially by minors, and Oregon's Good Samaritan law, which provides protections for people who call for help or seek medical treatment for themselves or someone else during an overdose.

School and community resources. Students learn how to seek help from trusted adults, school counselors, and the school nurse, and how to access community resources such as the 988

Suicide & Crisis Lifeline, Oregon YouthLine, and local treatment and support services (see Appendix B).

ODE supplemental lessons. The ODE opioid and fentanyl prevention lessons are delivered annually in each of grades 6, 7, and 8, and at least once in grades 9–12 (Creswell delivers them annually in grades 9–12). Building principals track.

Skill-building. Lessons include practice in understanding and managing peer pressure, understanding the consequences of alcohol and other drug use, making informed and responsible decisions, and developing positive attitudes toward health and wellness.

Annual review of materials. Each spring, health teachers and administrators review substance use lessons and supplemental materials, including updates from ODE and the Oregon Health Authority, to ensure content reflects current research and emerging trends (for example, new nicotine products or changes in the drug supply).

CRESWELL SCHOOL DISTRICT 40

Intervention, Referral, and Emergency Response

Identification and Initial Response

- Any staff member who suspects a student is under the influence, in possession of, or distributing alcohol, tobacco, vaping products, or other drugs notifies a building administrator immediately. Students and families may also share concerns with any trusted adult, a school counselor, or the school nurse.
- The administrator ensures the student's safety first. If there is any sign of a medical emergency, staff follow the emergency response procedures below.
- Searches are conducted by administrators on reasonable suspicion, consistent with board policy JFG. Substances and paraphernalia are confiscated and secured, and law enforcement is contacted when required.
- The administrator notifies the parent/guardian the same day and documents the incident in the student information system.

Discipline, Support, and Referral

- Consequences follow board policy JFCG/JFCH/JFCI and OAR 581-021-0050 and 581-021-0055. Where appropriate, administrators use alternatives to exclusionary discipline, such as a substance use education program, restorative conversation, or a behavior support plan.
- The school counselor meets with the student to assess needs and risk, using a brief screening tool, when appropriate, and connects the student and family with community services for assessment, counseling, or treatment.
- For students with an IEP or Section 504 plan, the team considers whether the behavior is related to the disability, completes a manifestation determination when required, and reviews supports and services.
- When a student returns after a suspension or treatment, the counselor and administrator hold a re-entry meeting with the student and family to set up supports, check-ins, and a plan for success.
- Students who self-refer or ask for help for a friend are treated as seeking support, and the district prioritizes connection to care.

Drug-Related Medical Emergencies

- Staff who suspect an overdose or other drug-related medical emergency call 911 immediately and notify the main office.

- Trained staff administer naloxone when an opioid overdose is suspected, provide rescue breathing or CPR as trained, and stay with the student until emergency medical services arrive. Naloxone is stored in each building at the health room
- The administrator notifies the parent/guardian and the district nurse, and the nurse ensures used naloxone is replaced.
- After any incident, the building team debriefs, offers support to affected students and staff, and reviews the response for improvements.

Communication

- **Plan and policies:** The board-approved plan and related board policies are posted on the district website and reviewed with the board in a public meeting each year.
- **Student handbooks:** Each school's handbook explains substance use rules, consequences, jurisdiction, and how to get help. Families acknowledge the handbook annually at registration.
- **Families:** The district shares ODE's Growing Up Safe (K–5) and True Friends (6–8 and 9–12) campaign materials through newsletters, social media, and the district's family messaging system at least twice each year, and highlights how families can review curriculum materials.
- **Students:** Schools reinforce classroom instruction with ODE True Friends messaging, announcements, and posters, and remind students how to reach counselors and the 988 Lifeline and Oregon YouthLine.
- **Community partners:** The district works with Lane County Public Health and Lane ESD to share timely alerts (for example, counterfeit pill warnings) with families and staff.
- **Staff:** Staff receive an overview of the plan, board policies, and their responsibilities at the start of each school year, and updates as needed through staff meetings and email.

Staff Training

- **Annual plan overview:** At the start of each school year, all staff receive an overview of this plan, related board policies, how to report concerns, and the overdose response protocol during district and building in-service.
- **Drug-free workplace and prevention education:** All staff receive the district's Drug-Free Workplace notice (GBEC) and annual alcohol and drug prevention education.
- **Overdose response:** Designated staff in each building, including administrators, office staff, coaches, and health room staff, are trained annually by the district nurse to recognize signs of an overdose and administer naloxone.

- **Health instruction:** Health teachers receive training on the adopted curricula and the ODE opioid prevention lessons and are encouraged to attend ODE webinars and Lane ESD professional learning.
- **Counselors and administrators:** Counselors and administrators receive training on screening, referral, re-entry planning, and alternatives to exclusionary discipline.

CRESWELL SCHOOL DISTRICT 40

Section 3: Strategic Improvement

Continuous Quality Improvement Overview

Quality Improvement: Why?

Once the plan has been written and implemented, it can be easy to lose sight of the plan's importance (i.e., vision and mission) and outcome progress tracking (i.e., goals, objectives, action steps, outcomes). The following questions can help ensure that the district's plan is used to continually make improvements when outcomes are not met, celebrate successes, and continue the journey to make it a priority:

- Are we adhering to Division 22 requirements?
- Are we implementing evidence-based practice?
- Are we doing it well?
- Are we improving outcomes?
- Are we continuing to involve students and families in this process?

Routinely engaging with students and families and answering these questions allows the district to figure out what is working and what can be improved within the district's Substance Use Prevention and Intervention Plan. This is the cornerstone of quality improvement. What gets measured and reinforced gets managed, and what gets managed gets improved.

Figure 1. Continuous Quality Improvement: Strategic Planning Framework



The district's Substance Use Prevention Team is commited to regularly collecting and reviewing data on aspects of substance use prevention and intervention operations. This reflects the district's belief that the work in this space is important and the district expects quality efforts and measurable results. Engaging in the continuous quality improvement process ensures that the Substance Use Prevention and Intervention Plan results in improved outcomes for students, families and staff

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Substance Use Prevention and Intervention Strategic Improvement Plan

Goal Area: K-12 Instruction

Objective #1: By June 2027, 100% of students in grades 6–12 will receive the ODE opioid and fentanyl prevention lessons, with completion documented by building, and K–12 substance use units will be crosswalked to the 2023 Oregon Health Education Standards.

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

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Crosswalk The Great Body Shop, Goodheart-Willcox Health, and LiveWell substance use units to the 2023 Oregon Health Education Standards; identify gaps.	Oct.–Dec. 2026	Superintendent; health teachers; Lane ESD	Completed crosswalk; gaps identified and addressed with ODE supplemental lessons.
Build a building calendar for delivering opioid/fentanyl lessons in grades 6–8 and 9–12.	Nov. 2026	Building principals	Every grade 6–12 has a scheduled delivery window.
Deliver lessons and record completion by class/advisory.	Jan.–Apr. 2027	Health teachers; advisory teachers	100% of students in grades 6–12 receive lessons (documented).
Give a brief pre/post knowledge check with the lessons.	Jan.–Apr. 2027	Health teachers	Measurable gains in student knowledge of fentanyl risks and Good Samaritan protections.
Review substance use lessons and materials for currency; recommend updates.	May–June 2027	Superintendent; health teachers	Materials updated for 2027–28; review documented.

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Goal Area: Rules Policies and Procedures

Objective #1: By June 2027, the district's board policies, administrative regulations, and all three student handbooks will contain aligned, compliant substance use language, and the district will adopt a written opioid overdose response protocol.

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

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Review JFCG/JFCH/JFCI, GBK/JFCG/KGC, GBEC, JFG, and medication policies against current OSBA updates and OAR 581-022-2045.	Oct.–Dec. 2026	Superintendent; school board	Policies current; updates brought to board for first and second reading.
Align substance use language in the Creslane, CMS, and CHS handbooks (rules, consequences, jurisdiction, law enforcement, help-seeking).	Jan.–May 2027	Building principals	Consistent language in all 2027–28 handbooks.
Write and adopt an opioid overdose response protocol, including naloxone storage, access, and replacement.	Oct.–Nov. 2026	District nurse; superintendent	Protocol in place in all buildings; naloxone available.
Identify an education-based alternative to suspension for first-time substance violations.	Jan.–Mar. 2027	Principals; counselors; Lane County Public Health	Fewer days of lost instruction; more students connected to support.
Present the Substance Use Prevention and Intervention Plan to the school board for approval.	November 2026	Superintendent	Board-approved plan on file and posted.

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Goal Area: Communication

Objective #1: During 2026–27, families at every grade band (K–5, 6–8, 9–12) will receive at least two substance use prevention communications, and the plan and policies will be posted on the district website.

Table 2.3 Activities and Outcomes for Communication Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Post the approved plan and related board policies on the district website.	Within 30 days of board approval	Superintendent; district office staff	Plan and policies publicly accessible.
Share ODE Growing Up Safe (K–5) and True Friends (6–8, 9–12) materials with families through newsletters and messaging.	Fall and spring 2026–27	Building principals; counselors	At least two communications per grade band.
Share True Friends messages with students through announcements, posters, and advisory.	Ongoing; monthly	Principals; counselors	Consistent student-facing prevention messaging.
Host a family information session with on vaping and fentanyl.	Spring 2027	Superintendent; Lane County Public Health	Family attendance; post-session feedback.
Gather student and family input on prevention needs (e.g., CHS student survey or focus group).	Spring 2027	CHS principal; counselors	Student/family voice informs the 2027–28 plan review.

Goal Area: Staff Training

Objective #1: By October 2026, 100% of staff will receive an overview of the plan and their responsibilities, and by December 2026, designated staff in every building will be trained in overdose recognition and naloxone administration.

Table 2.4 Activities and Outcomes for Staff Training Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Outcomes
Present the plan, policies, and staff responsibilities at district and building in-service.	Aug.–Oct. 2026	Superintendent; principals	100% of staff informed (sign-in records).
Train designated staff in each building on overdose recognition and naloxone administration.	Oct.–Dec. 2026	District nurse	Trained responders in every building and for athletics.
Distribute the Drug-Free Workplace notice and prevention/EAP information to all staff.	Aug.–Sept. 2026	Superintendent; district office	All staff receive notice (documented).
Train counselors and administrators on screening, referral, and re-entry planning.	Winter 2027	Superintendent; counselors	Consistent intervention practice across buildings.

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Appendix A: S.W.O.T. Analysis Worksheet

SWOT Analysis Action Planning

Table A.1 SWOT Analysis- Internal Strengths

CATEGORY	INTERNAL STRENGTHS
K–12 Instruction	Board-adopted curriculum at every grade band (The Great Body Shop, Goodheart-Willcox Health, LiveWell), adopted with teacher, administrator, Lane ESD, and community input.
Policies, Rules and Procedures	Board policies based on OSBA model policies; handbooks address prohibited substances and consequences.
Communication	Small, close-knit district with strong relationships between staff, students, and families.
Staff Training	Established in-service structure; district nurse available to lead health and safety training.
School Board Approval	Engaged school board with a history of approving curriculum through a transparent public process.

Table A.2 SWOT Analysis- Internal Weaknesses

CATEGORY	INTERNAL WEAKNESSES
K–12 Instruction	Completion of required ODE opioid lessons in grades 6–12 is not yet consistently documented; crosswalk to 2023 standards not complete.
Policies, Rules and Procedures	Handbook language is not yet consistent across all three schools; no written opioid overdose response protocol.
Communication	Family communication about prevention is informal and inconsistent.
Staff Training	No regular, documented overdose-response training for designated staff.
School Board Approval	Plan has not previously been reviewed by the board on an annual cycle.

Table A.3 SWOT Analysis- External Opportunities

CATEGORY	EXTERNAL OPPORTUNITIES
K–12 Instruction	Free ODE opioid lessons, K–12 prevention lessons, and webinars; Lane ESD curriculum support.
Policies, Rules and Procedures	OSBA policy updates and ODE's Division 22 Implementation Tool.
Communication	ODE Growing Up Safe and True Friends campaigns; Lane County Public Health prevention materials.
Staff Training	OHA and ODE fentanyl toolkit; community partners able to provide naloxone training.
School Board Approval	Annual board review creates a regular opportunity to report progress and outcomes publicly.

Table A.4 SWOT Analysis- External Threats

CATEGORY	EXTERNAL THREATS
K–12 Instruction	Rapidly changing drug supply (fentanyl, counterfeit pills, new nicotine products) can outpace instructional materials.
Policies, Rules and Procedures	Changes in state law and rules may require quick policy updates.
Communication	Misinformation on social media; families may be hard to reach.
Staff Training	Staff turnover and limited time for training in a small district.
School Board Approval	Competing board priorities and limited, year-to-year funding for prevention.

Table A.5 Action Items and Goals

ACTION ITEMS & GOALS
Which opportunities should we pursue? How can we use our strengths to help us succeed? Use free ODE lessons and campaigns and partner with Lane County Public Health and Lane ESD to strengthen instruction and family outreach. Build on strong relationships and the board's transparent adoption process to communicate the plan.
Which weaknesses can be worked on to help maximize success? Document ODE lesson completion by building, align handbook language, adopt an overdose response protocol, and set a regular family communication calendar.
What strategies can we put into place to be prepared for threats? Review materials and policies every year, subscribe to ODE/OHA and Lane County alerts, cross-train staff for overdose response, and identify stable funding (general fund, Title IV-A, SIA).

CRESWELL SCHOOL DISTRICT 40
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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 (K–5)	Board-adopted comprehensive K–5 health curriculum, including age-appropriate substance use prevention units.	https://www.thegreatbodyshop.net/
Goodheart-Willcox Health (6–8)	Board-adopted 6–8 health curriculum aligned with middle school health standards, including substance use prevention.	https://www.g-w.com/middle-school-health
LiveWell (9–12)	Board-adopted 9–12 health curriculum aligned with high school health standards, including substance use prevention.	https://us.humankinetics.com/products/live-well-foundations-of-high-school-health-national?_pos=1&_sid=d01077f3a&_ss=r
Oregon Student Health Survey (SHS)	Statewide student survey used to monitor substance use trends and plan improvement.	Oregon Health Authority / ODE
Lane ESD	Partner in curriculum adoption and professional learning.	Daniel Gallo, dgallo@lesd.k12.or.us

Table B.2 Intervention and Referral Resources

Resource	Description	Link/Contact Information
Creswell School District Board Policies (JFCG/JFCH/JFCI and related)	District policy for drug and alcohol use on campus and at school-sponsored events.	creswell.k12.or.us/school-board/board-policies IGAEB JCH GBK/JFCG/KGC
District Opioid Overdose Response Protocol	District protocol for identifying and responding to opioid-related medical emergencies.	JHCD-AR JHCD
OHA/ODE Fentanyl Toolkit for Schools	Toolkit developed by the Oregon Health Authority, Oregon	2024 Fentanyl Toolkit for Schools

	Department of Education and Alcohol and Drug Policy Commission to support prevention, harm reduction and response efforts related to fentanyl use.	
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
Oregon Poison Center	24/7 advice on poisonings	1-800-222-1222

	and overdoses.	
Youth substance use treatment providers (Lane County)	Assessment, counseling, and treatment referrals for students and families.	Looking Glass Lane County Behavioral Health: https://www.lanecountyor.gov/government/county_departments/health_and_human_services/behavioral_health

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
District website and school handbooks	Board-approved plan, policies, and building rules for families.	creswell.k12.or.us

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
District nurse naloxone training	Annual overdose recognition and naloxone administration training for designated staff.	Jessica Greene, District Nurse

Table B.5 Community Resources

Resource	Description	Link/Contact Information
Lane County Public Health	LPHAs may partner with districts to support substance use prevention and/or intervention.	Lane County Public Health – Prevention Program
Lane County ADPEP Coordinator	The local ADPEP Coordinators may partner with districts to support substance use prevention and/or intervention.	Elisabeth Maxwell, PhD, Supervisor 541-682-3817 Elisabeth. MAXWELL@lanecountyor.gov
Recovery High School	Provides students with a specialized high school education experience tailored to meet the needs of students with substance use and co-occurring behavioral health challenges.	ODE Recovery High Schools Webpage
Resource List by County	County-specific resource guides focused on mental health and substance use for each of Oregon's 36 counties.	Oregon resource guides | Resource Guides | Coast to Forest | Oregon State University
988 Suicide & Crisis Lifeline	24/7 call, text, or chat support for mental health and substance use crises.	Call or text 988
Oregon YouthLine	Free teen-to-teen crisis and help line (adults available 24/7).	1-877-968-8491; text teen2teen to 839863