

# Substance Use School Discipline Checklist

School-Wide Practices That Promote Student Health



Place a check mark next to each best practice strategy listed below that your school currently implements.

## Clear expectations that students will not use substances <sup>2,4,5,6</sup>

We tell students that we believe substance use gets in the way of their ability to meet our expectations- to be *healthy* and *resilient*. We regularly communicate that we expect students to **abstain** from using substances at school and in our community because we care about their health .

## Communicate positive norms

Staff know how many students in our community don't use drugs (e.g., 8 out of 10). We communicate that most students in our community don't use any substances. We challenge misperceptions that "most students do it."

## Consistent enforcement of expectations <sup>1,2,4,5,6</sup>

We address substance use, including vaping, when we see it every time. We are consistent in our enforcement across classrooms and afterschool activities.

## Positive monitoring & supervision of students

We ensure students are monitored and supervised on campus in a positive way. For example, we meet and greet students in the hallways to increase relationships and positive supervision of non-instructional spaces.

## School-based brief intervention offered on-site <sup>2,4,5,6, 9, 10</sup>

Students are able to proactively & confidentially access free research-based motivational interviewing substance use interventions on campus (e.g., SBIRT, MET). Students are also connected to these interventions if they violate our school substance use policy.

## Clear referral process for staff to respond to substance use

We have a clearly defined process for what to do when we see or suspect substance use on campus. Staff know who to refer to, how to refer, and when.

## Authoritative school discipline culture <sup>1, 3</sup>

We have reasonable demands of our students, set high expectations, and we are consistent in our enforcement of those expectations across campus. We see our role as supporting students to meet those demands and expectations. We do this with warm and encouraging relationships and with clear and consistent boundary-setting. We limit the use of exclusionary discipline and have relevant supportive interventions available to students who struggle to meet our expectations. Overall, we have a good balance of structure and support.

## Prohibit use of exclusionary discipline <sup>1,2,4,6</sup>

We do not use mandatory suspensions or expulsions for substance use violations.

## Avoid zero-tolerance and criminalizing language to discuss substance use

When we talk to students and families about substance use, we make sure we emphasize our concern for student health and wellbeing. We avoid the use of criminalizing language.

## Limit involvement of Law Enforcement in substance use violations <sup>8</sup>

School Resources Officers and Law Enforcement are generally not involved in school discipline substance use policy violations except possibly in rare cases.

## Prohibit mandated assessment and treatment

We do not require students to access services through outside agencies and fee-based services, like *Substance Use Disorder Assessment & Treatment*, in order to return to school or reduce suspension after substance use policy violations. We understand these types of policies disproportionately burden students and families facing cultural, linguistic, and economic barriers to accessing health care.

### References

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## Tally up all your checks

Our Score: \_\_\_/11

Goal: 11/11

**Goal: Check all the boxes!**

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