Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Washington Office of Superintendent of
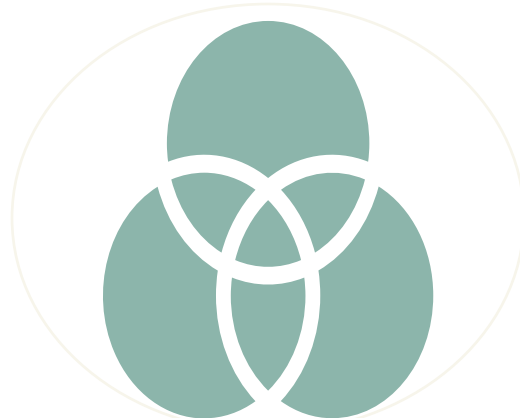**PUBLIC INSTRUCTION**

I am on Squaxin, Cowlitz, Coast Salish, & Nisqually Land

Equity Pause – Why Are We Doing This?

Who will my decision affect?

What is my locus of control?

Which actions will have the largest impact?

What's a step I can take right away?

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Objectives

- Learn strategies for **what schools can do** to prevent youth substance use on a school-wide level.

- Understand why **the youth substance use prevention approach is different** from the adult approach and services.

- Recognize the importance of **data-informed decision-making** to enhance substance use prevention strategies.

- Explore **culturally respectful practices** to address substance use and provide supportive, effective interventions within the school setting.

- Get perspective from our Office of Native Education about **ways to support Native American communities**.

- Identify **resources** to help you get started.

Presenters

Kefi Andersen

Assistant Director of Student Support Systems

OSPI

kefi.andersen@k12.wa.us

Brisa Sanchez-Cornejo

Substance Abuse Prevention & Intervention Program Supervisor

OSPI

brisa.sanchezcornejo@k12.wa.us

Joe Neigel

Director of Prevention Services

Monroe School District

neigelj@monroe.wednet.edu

We want to know about you!

Who's here?

What grade band do you work with the most?

How familiar are you with our topic?

OSPI Supports

What We Know

Most youth don't use alcohol or other substances.

Developmentally, adolescents are prone to test limits.

90% of Americans who meet the clinical criteria for addiction started using substances before the age of 18.

Never used cannabis

92% 8th graders
83% 10th grade
69% 12th grade

(HYS, 2023)

Never used alcohol

71% 8th graders
60% 10th grade
48% 12th grade

(HYS, 2023)

Adolescents tend to carry beliefs about their own invincibility, also called optimistic bias.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Student Life Roller Coaster

Risk Factors

Protection

ACES

Protective childhood Experiences

Trauma

Resilience

Bias/Stigma

Belonging

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Partnerships

- Leveraging connections and partnerships
- Community effort and shared goals
- Expertise and value added
- Filling gaps and strengthening existing strategies

Washington Office of Superintendent of
PUBLIC INSTRUCTION
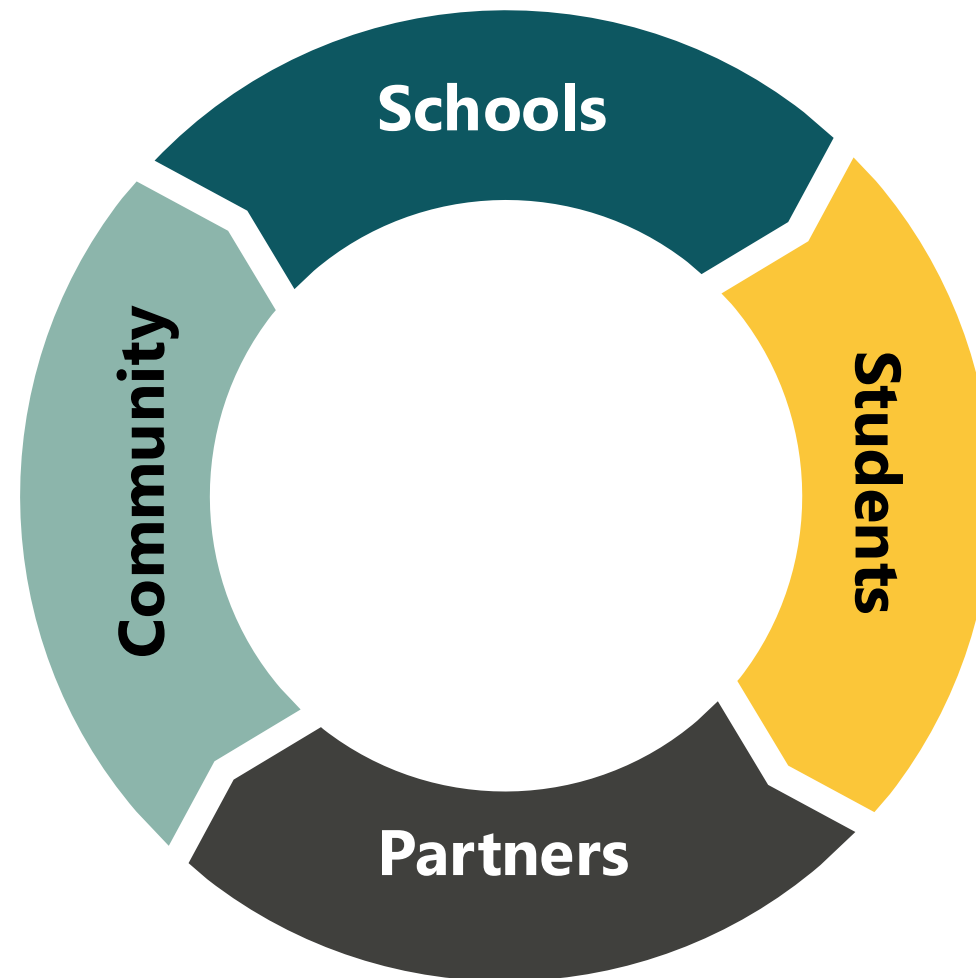
Model District Template:

The origin:

- Revised Code of Washington (RCW) 28A.320.127 requires that all K–12 school districts adopt a plan to screen, recognize, and respond to **indicators of social, emotional, behavioral, and mental health** (SEBMH) such as, but not limited to, sexual abuse, **substance use**, violence, or youth suicide.

Recognition

Screening

Response

Layered Support Models

Washington MTSS

- Team-Driven Shared Leadership
- Data-Based Decision Making
- Family, Student, and Community Engagement
- Evidence-Based Practices
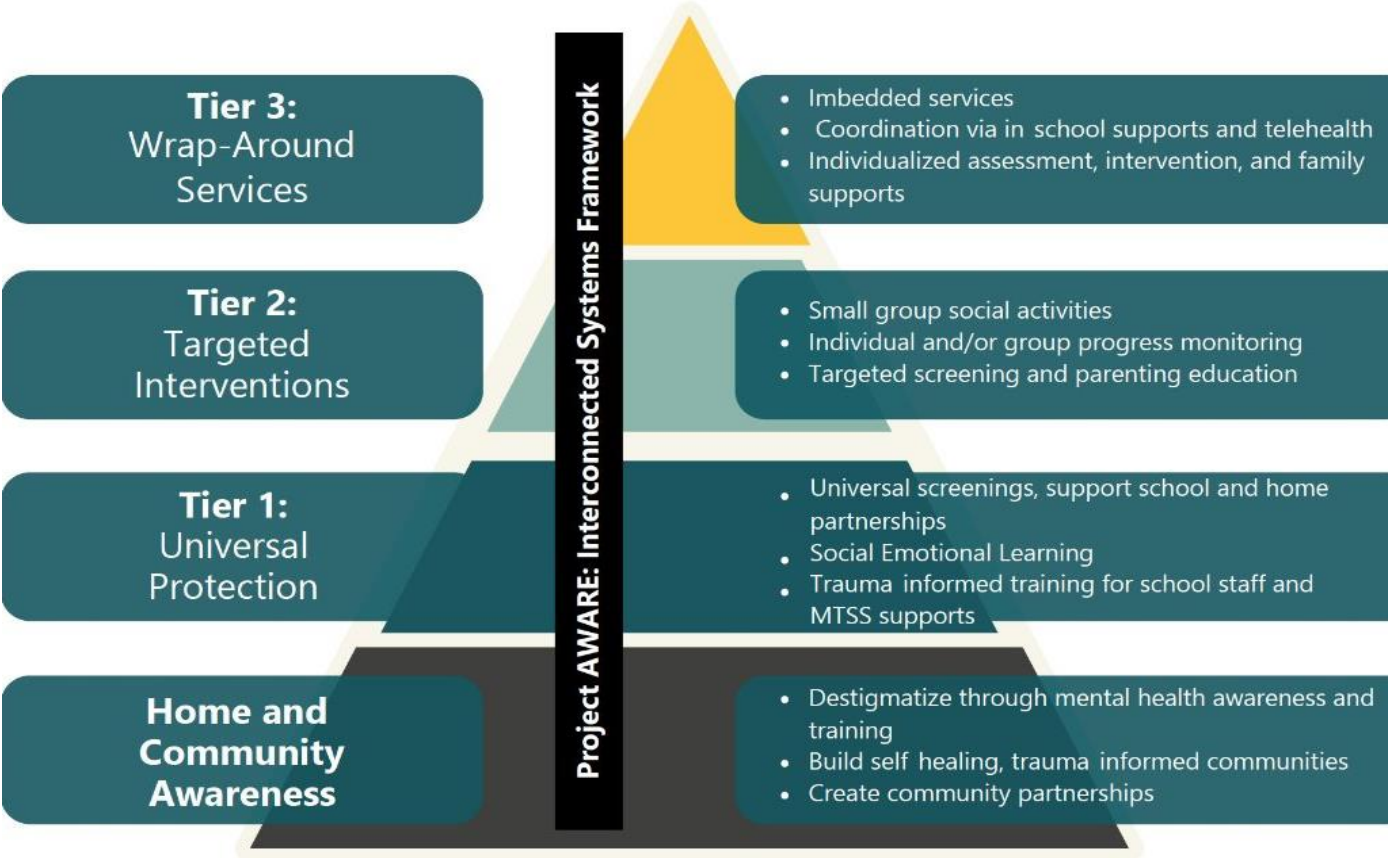- Continuum of Supports

Tier 3: Wrap-Around Services
- Imbedded services
- Coordination via in school supports and telehealth
- Individualized assessment, intervention, and family supports

Tier 2: Targeted Interventions
- Small group social activities
- Individual and/or group progress monitoring
- Targeted screening and parenting education

Tier 1: Universal Protection
- Universal screenings, support school and home partnerships
- Social Emotional Learning
- Trauma informed training for school staff and MTSS supports

Home and Community Awareness
- Destigmatize through mental health awareness and training
- Build self healing, trauma informed communities
- Create community partnerships

Project AWARE: Interconnected Systems Framework

Washington Office of Superintendent of
PUBLIC INSTRUCTION

SEL & Child and Youth Development

Early Elementary (K-3): "stop, think, act" strategies to solve problems

Middle School (6-8): identify and apply steps of systematic decision-making and strategies to avoid risky behavior

Late Elementary (4 and 5): generate alternative solutions to problems & predict possible outcomes

High School (9-12): safety-related, and societal factors when making personal & interpersonal decisions

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Language
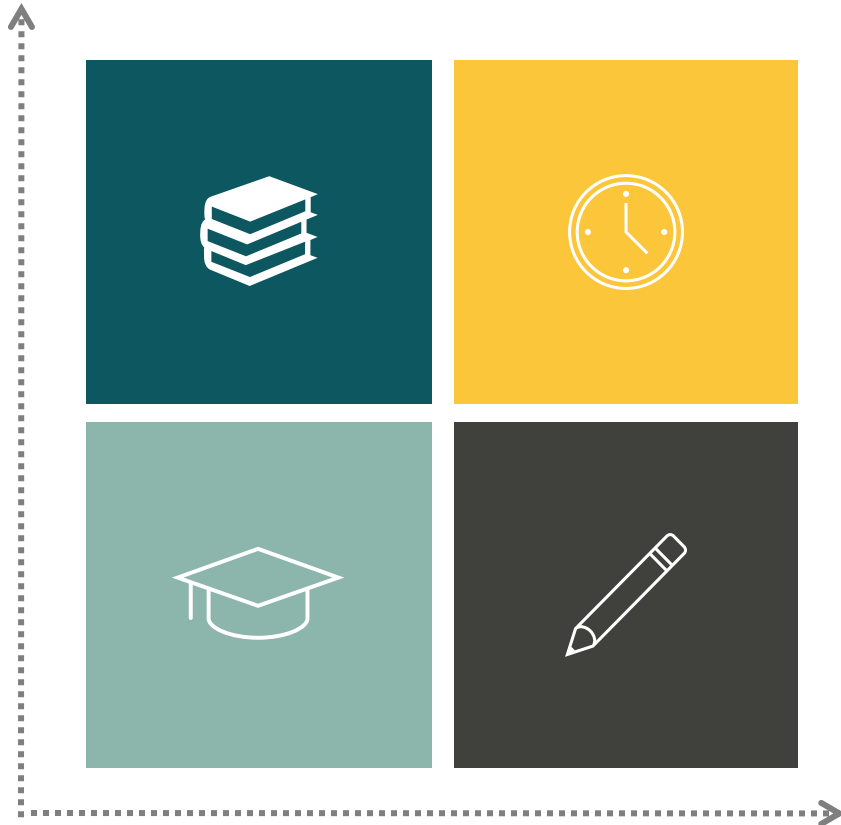
Person first words

Progress
Value the person's humanity, we are not defined by our conditions.

Still ways to go
Two things can be true at once. Ex. NIDA & SAMHSA

Our why
Equity, build resilience, empower those at risk and most vulnerable.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Ongoing Support

NEWSLETTER &
NEWSFLASH

PROFESSIONAL
DEVELOPMENT

OSPI WEBSITE

TECHNICAL
ASSISTANCE

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Substance Use Prevention & Intervention (ospi.k12.wa.us)

Prevention is...

hope

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Joe Neigel

Director of Prevention Services

Monroe School District

neigelj@monroe.wednet.edu

Prevention Is...

Consider...

You're not alone...

Learning Objectives

- Learn about primary prevention for substance use disorders

- Consider effective and ineffective strategies for improving student health and opportunity

- Discover a collaborative approach for planning prevention in your school and community

In the Chat Box

How do you define prevention?

Substance Use Services Happen Across a Continuum of Response
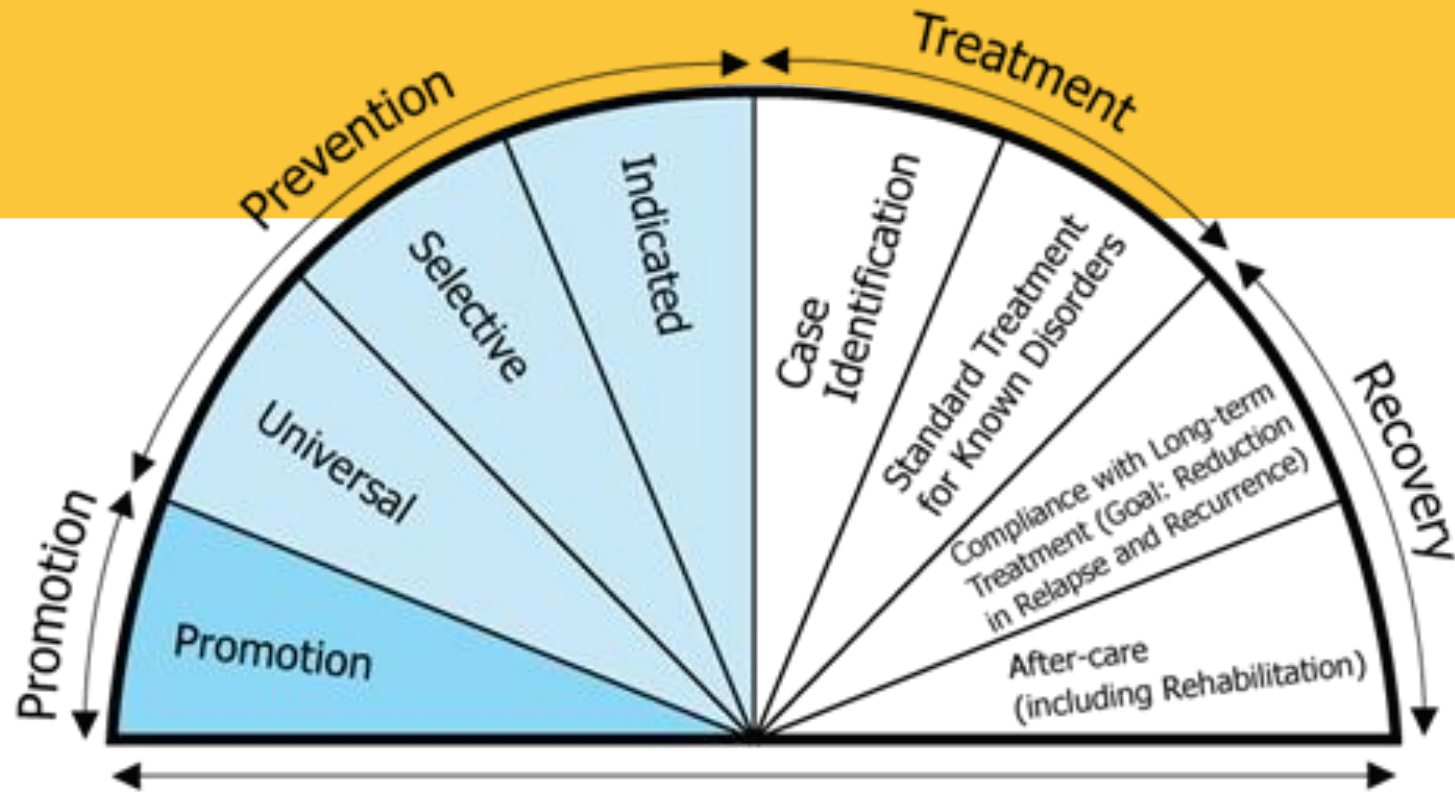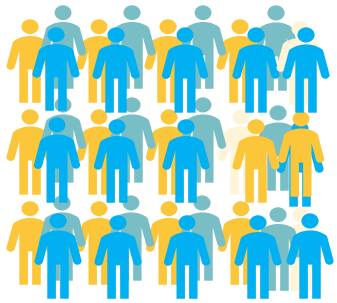
Primary substance use prevention is a multi-tiered strategy that aims to prevent or delay the first use of harmful substances.

Effective Prevention is Tailored to the Needs of the Developing Brain

Prevention Starts with Understanding Risk

Domains	Risk Factors Measured on the Healthy Youth Survey	Substance Use	Depression & Anxiety	Juvenile Crime	Teen Pregnancy	School Dropout	Violence	Protective Factors
	Risk factors are characteristics that lead to increases in problematic behaviors like alcohol and other substance use, juvenile crime, teen pregnancy, school dropout, and violence. The following factors have been shown to increase the likelihood that youth may develop these problematic behaviors that impact health and success.							Protective factors significantly reduce the potential for involvement in these problematic behaviors despite the presence of risk. Research clearly shows the more protective factors present in a young person's life, the lower their risk of developing or suffering from any of these behaviors.
Community	Availability of Substances	✓					✓	• Opportunities for positive involvement in the community
	Availability of Firearms			✓			✓	• Recognition for positive involvement in the community
	Community Laws & Norms Favorable to Substance Use, Firearms & Crime	✓		✓			✓	
	Low Neighborhood Attachment & Community Disorganization	✓		✓			✓	
Family	Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓	• Bonding to family members with healthy beliefs and clear standards
	Family Management Problems	✓	✓	✓	✓	✓	✓	
	Family Conflict	✓	✓	✓	✓	✓	✓	• Attachment to family members with healthy beliefs and clear standards
	Favorable Parental Attitudes Toward Substance Use	✓		✓			✓	• Opportunities for positive involvement in the family • Recognition for positive involvement in the family
School	Academic Failure	✓	✓	✓	✓	✓	✓	• Bonding and attachment to school
	Lack of Commitment to School	✓		✓	✓	✓	✓	• Opportunities for positive involvement in school • Recognition for positive involvement
Individual	Friends Use of Substances	✓		✓	✓	✓	✓	• Bonding to peers with healthy beliefs and clear standards
	Favorable Attitudes Toward Substance Use	✓		✓	✓	✓		• Attachment to peers with healthy beliefs and clear standards
	Early Initiation of Substance Use	✓		✓	✓	✓	✓	
	Gang Involvement	✓		✓			✓	• Opportunities for involvement with positive peers • Increase personal social skills

Domains	Risk Factors Measured on the Healthy Youth Survey	Adolescent Problem Behaviors						Protective Factors
	Risk factors are characteristics that lead to increases in problematic behaviors like alcohol and other substance use, juvenile crime, teen pregnancy, school dropout, and violence. The following factors have been shown to increase the likelihood that youth may develop these problematic behaviors that impact health and success.	Substance Use	Depression & Anxiety	Juvenile Crime	Teen Pregnancy	School Dropout	Violence	Protective factors significantly reduce the potential for involvement in these problematic behaviors despite the presence of risk. Research clearly shows the more protective factors present in a young person's life, the lower their risk of developing or suffering from any of these behaviors.
Community	Availability of Substances	✓					✓	• Opportunities for positive involvement in the community • Recognition for positive involvement in the community
	Availability of Firearms			✓			✓	
	Community Laws & Norms Favorable to Substance Use, Firearms & Crime	✓		✓			✓	
	Low Neighborhood Attachment & Community Disorganization	✓		✓			✓	
Family	Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓	• Bonding to family members with healthy beliefs and clear standards • Attachment to family members with healthy beliefs and clear standards • Opportunities for positive involvement in the family • Recognition for positive involvement in the family
	Family Management Problems	✓	✓	✓	✓	✓	✓	
	Family Conflict	✓	✓	✓	✓	✓	✓	
	Favorable Parental Attitudes Toward Substance Use	✓		✓			✓	
School	Academic Failure	✓	✓	✓	✓	✓	✓	• Bonding and attachment to school • Opportunities for positive involvement in school • Recognition for positive involvement
	Lack of Commitment to School	✓		✓	✓	✓	✓	
Individual	Friends Use of Substances	✓		✓	✓	✓	✓	• Bonding to peers with healthy beliefs and clear standards • Attachment to peers with healthy beliefs and clear standards • Opportunities for involvement with positive peers • Increase personal social skills
	Favorable Attitudes Toward Substance Use	✓		✓	✓	✓		
	Early Initiation of Substance Use	✓		✓	✓	✓	✓	
	Gang Involvement							

Washington Office of Superintendent of PUBLIC INSTRUCTION

	Risk Factors Measured on the Healthy Youth Survey	Adolescent Problem Behaviors						Protective Factors
		Substance Use	Depression & Anxiety	Juvenile Crime	Teen Pregnancy	School Dropout	Violence	
Domains	Risk factors are characteristics that lead to increases in problematic behaviors like alcohol and other substance use, juvenile crime, teen pregnancy, school dropout, and violence. The following factors have been shown to increase the likelihood that youth may develop these problematic behaviors that impact health and success.							Protective factors significantly reduce the potential for involvement in these problematic behaviors despite the presence of risk. Research clearly shows the more protective factors present in a young person's life, the lower their risk of developing or suffering from any of these behaviors.
Community	Availability of Substances							• Opportunities for positive involvement in the community
	Availability of Firearms							• Recognition for positive involvement in the community
	Community Laws & Norms Favorable to Substance Use, Firearms & Crime							
	Low Neighborhood Attachment & Community Disorganization							
Family	Family History of the Problem Behavior							• Bonding to family members with healthy beliefs and clear standards
	Family Management Problems							• Attachment to family members with healthy beliefs and clear standards
	Family Conflict							• Opportunities for positive involvement in the family
	Favorable Parental Attitudes Toward Substance Use							• Recognition for positive involvement in the family
School	Academic Failure	✓	✓	✓	✓	✓	✓	• Bonding and attachment to school
	Lack of Commitment to School	✓		✓	✓	✓	✓	• Opportunities for positive involvement in school • Recognition for positive involvement
Individual	Friends Use of Substances	✓		✓	✓	✓	✓	Bonding to peers with healthy beliefs and clear standards
	Favorable Attitudes Toward Substance Use	✓		✓	✓	✓		
	Early Initiation of Substance Use	✓		✓	✓	✓	✓	Attachment to peers with healthy beliefs and clear standards
	Gang Involvement							Opportunities for involvement with positive peers Increase personal social skills

Risk Factors Cause Symptoms that Impact School Culture and Learning

WA Students Reporting Alcohol Use (HYS 2023)	8th Grade	10th Grade
Mostly C's, D's or F's	1.8x	1.7x
Hating School	1.7x	1.6x
Victim of Bullying	1.8x	1.8
Skipping School (4+ days)	3.3x	4.0x
Drunk or High at School	18.9x	8.1x
Vaping on School Property	21.6x	11.0x
Thinking about Suicide	4.0x	2.8x
Attempt to Die by Suicide	4.9x	4.3x

WA Students Reporting Depression (HYS 2023)	8th Grade	10th Grade
Mostly C's, D's or F's	2.0x	1.7x
Hating School	2.0x	2.0
Victim of Bullying	2.5x	2.9x
Skipping School (4+ days)	2.8x	3.9x
Drunk or High at School	5.7x	3.9x
Vaping on School Property	7.2x	3.9x
Thinking about Suicide	9.6x	9.3x
Attempt to Die by Suicide	12.8x	9.5x

More than half of Washington State students who report consuming alcohol also report being depressed.
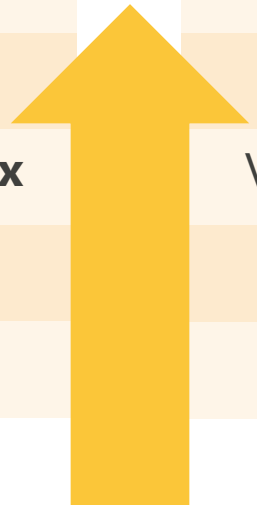
Social Determinants of Health: Adverse Childhood Experiences

Washington State Healthy Youth Survey - 10th Grade
WAH-ACES Score and...

	Alcohol Use	Marijuana Use	Vaping	Depression	Anxiety - On Edge	Anxiety - Worry	Contempla ting Suicide	Made a Plan to Attempt Suicide	Attempt to Die by Suicide	No Hope	Ever Had Sex
■ 0 ACES	4.8%	2.4%	0.7%	18.6%	59.6%	41.8%	6.6%	4.7%	1.7%	3.6%	5.1%
■ 1 ACES	8.4%	5.2%	2.7%	32.5%	68.2%	51.7%	13.4%	11.5%	2.9%	7.4%	11.7%
■ 2 ACES	14.4%	11.0%	3.2%	49.3%	74.9%	62.6%	26.3%	21.9%	7.8%	11.3%	19.3%
■ 3 ACES	16.9%	14.0%	4.5%	62.1%	86.1%	77.8%	42.1%	31.8%	16.2%	10.6%	23.4%
■ 4+ ACES	23.2%	23.3%	16.9%	80.5%	92.5%	88.0%	62.3%	50.7%	38.3%	20.4%	37.7%

■ 0 ACES ■ 1 ACES ■ 2 ACES ■ 3 ACES ■ 4+ ACES
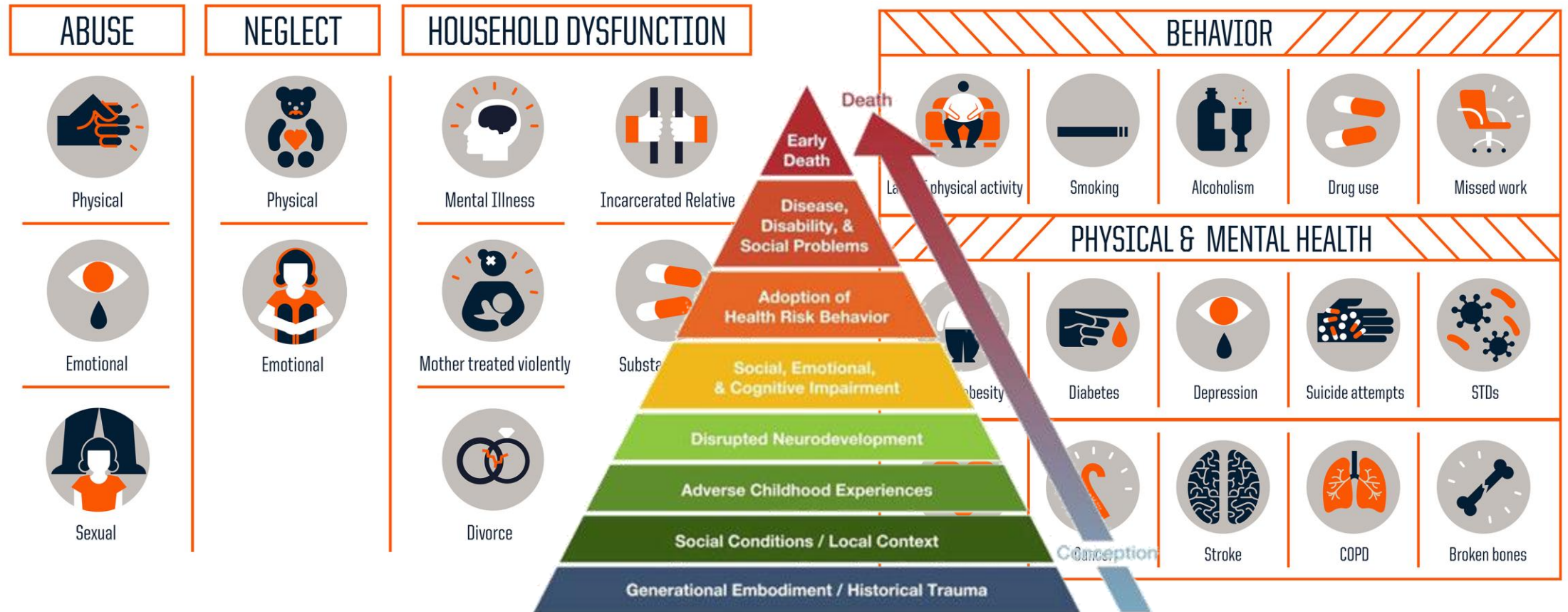
The new Washington HYS ACE index (WAH-ACEs) is based on decades of research about how childhood trauma exposure amplifies risk to short and long-term health and wellbeing.

Washington State Healthy Youth Survey - 10th Grade
WAH-ACES Score and...

	Grades - mostly C's, D's & F's	Absent for any reason for 3+ days	5 or less hours of sleep on school nights	Use of any Illicit substance on school property	Use of marijuana on school property	Vaping on school property	Long-term emotional problems or learning disabilities	Believe staff never try to stop bullying	Missed school due to feeling unsafe	Received sexting messages
0 ACES	18.3%	18.8%	9.5%	4.4%	0.7%	0.7%	7.9%	9.2%	2.1%	7.0%
1 ACES	26.7%	27.0%	15.8%	7.0%	1.3%	1.3%	13.0%	16.0%	4.7%	13.3%
2 ACES	31.7%	32.5%	16.9%	12.2%	1.7%	4.3%	18.1%	17.7%	9.7%	25.9%
3 ACES	34.3%	34.8%	20.4%	13.3%	2.9%	5.8%	33.8%	23.8%	14.9%	31.0%
4+ ACES	43.5%	42.2%	34.3%	24.2%	9.0%	13.8%	45.9%	38.6%	33.8%	54.1%

Need for Academic or Behavioral Intervention by ACE Score

Burke, Nadine J. et al. "The Impact of Adverse Childhood Experiences on an Urban Pediatric Population." *Child abuse & neglect* 35.6 (2011): 408–413.

Intellectuals solve problems, geniuses prevent them.

- Albert Einstein
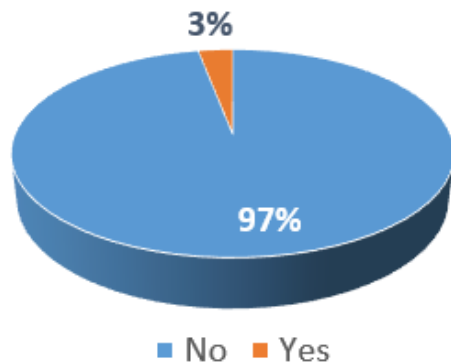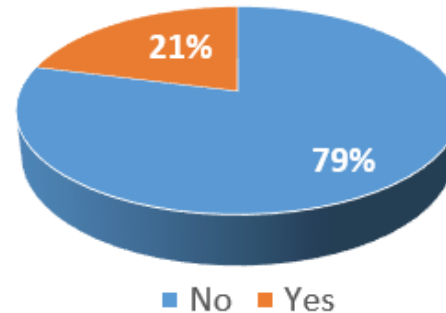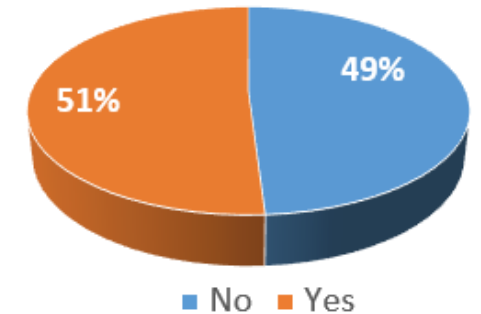
Prevention is about Timing…!

Percentage of Past Year Alcohol Use Disorder
Among adults aged 21 or older by Age of First Use
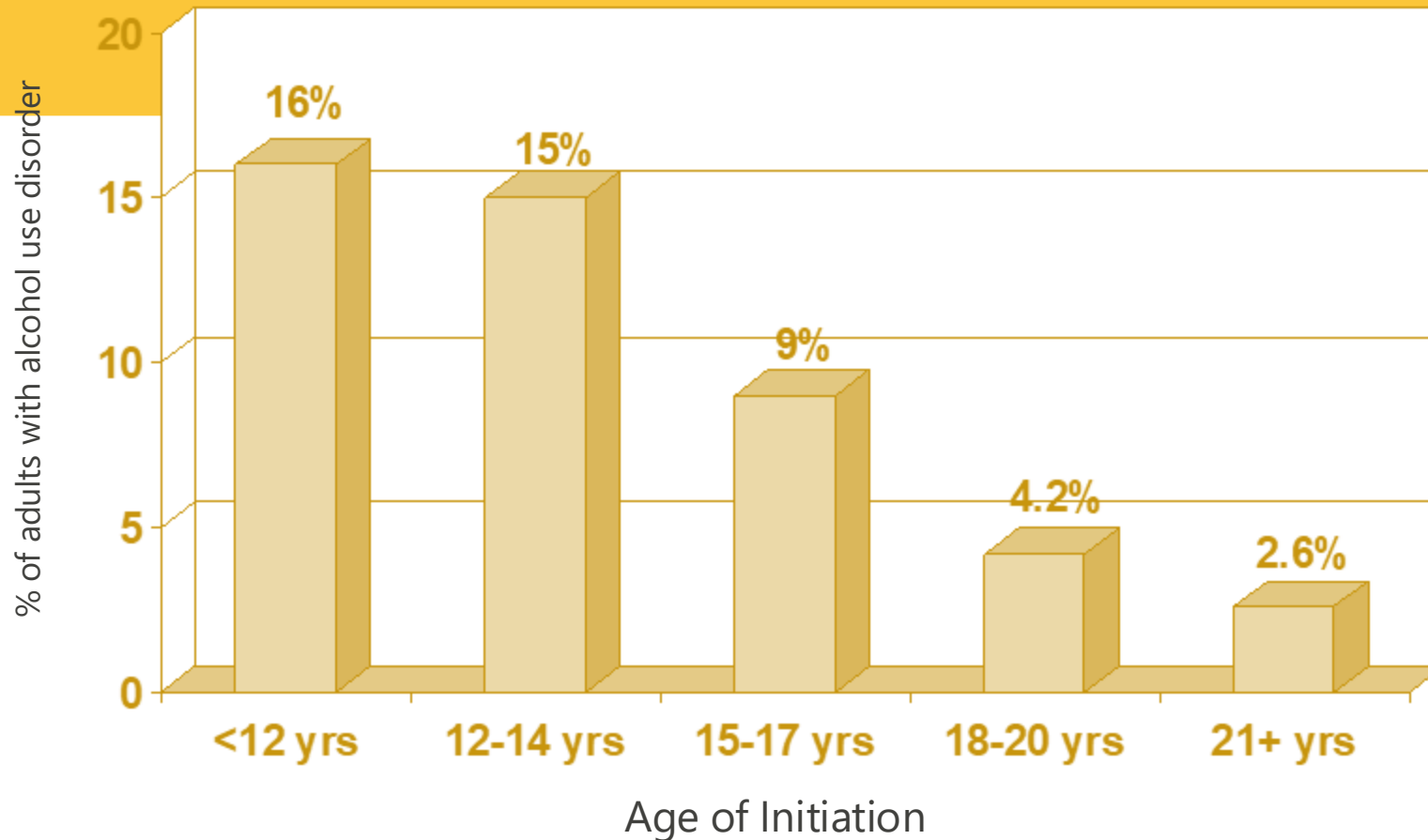
...and Knowing When to Invest.

Programs targeting the earliest years

Rates of return to human capital investment

Preschool programs

K-12 interventions

Job training

0-3   4-5   6-18   19+

Age
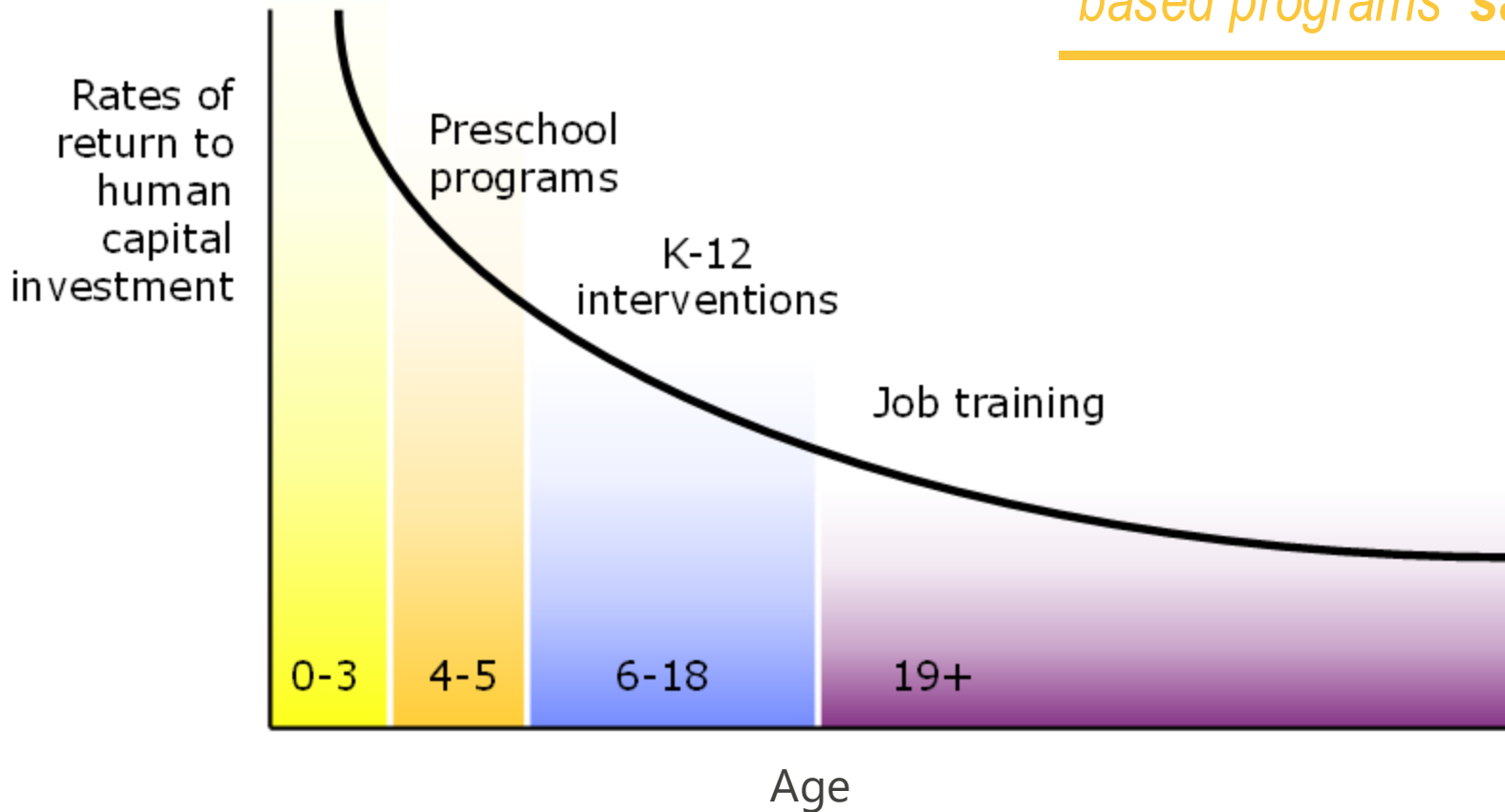
Cost-benefit estimates show that effective school-based programs **save $18 for every $1** *spent.*

Prevention is Equity
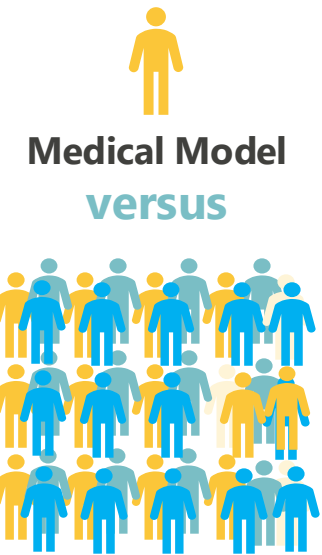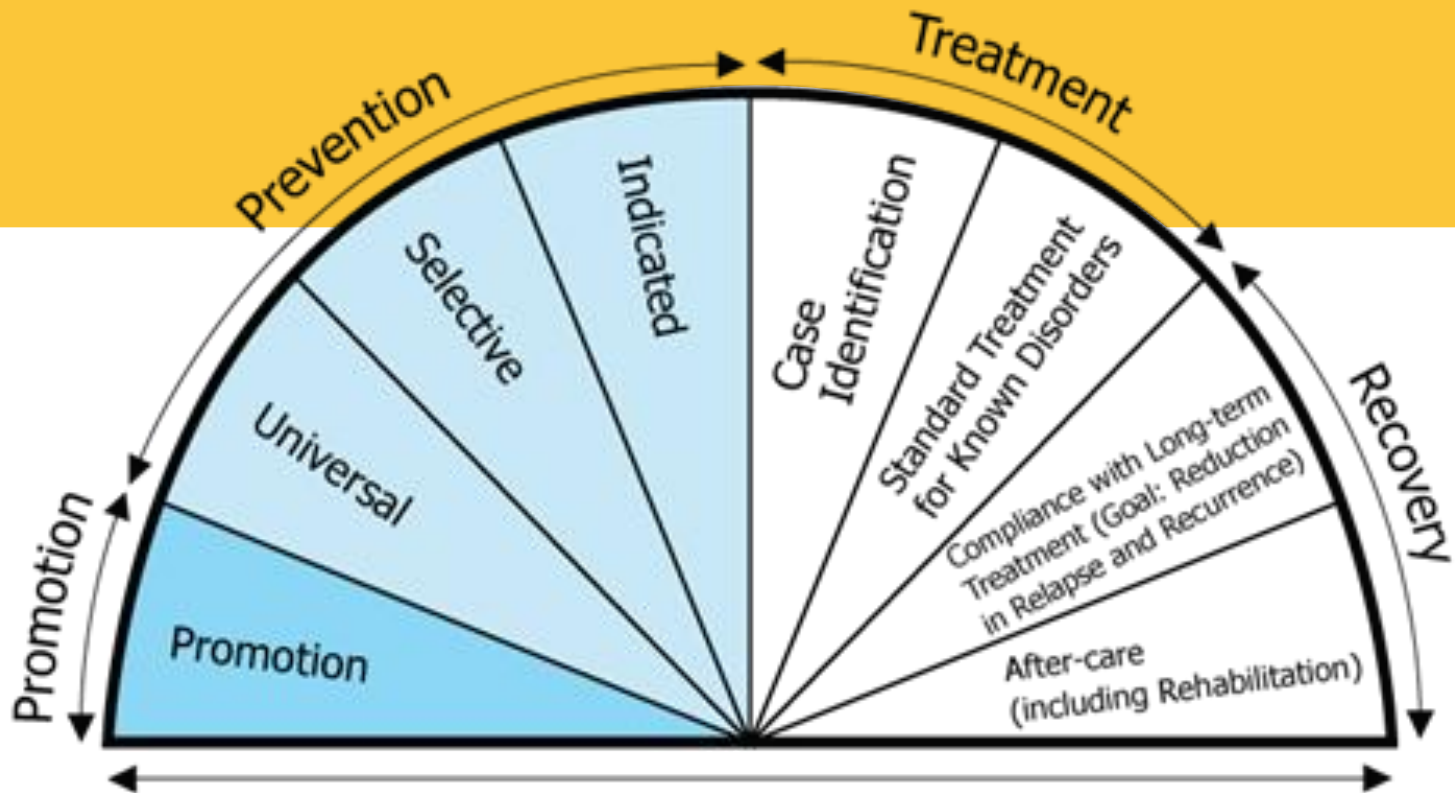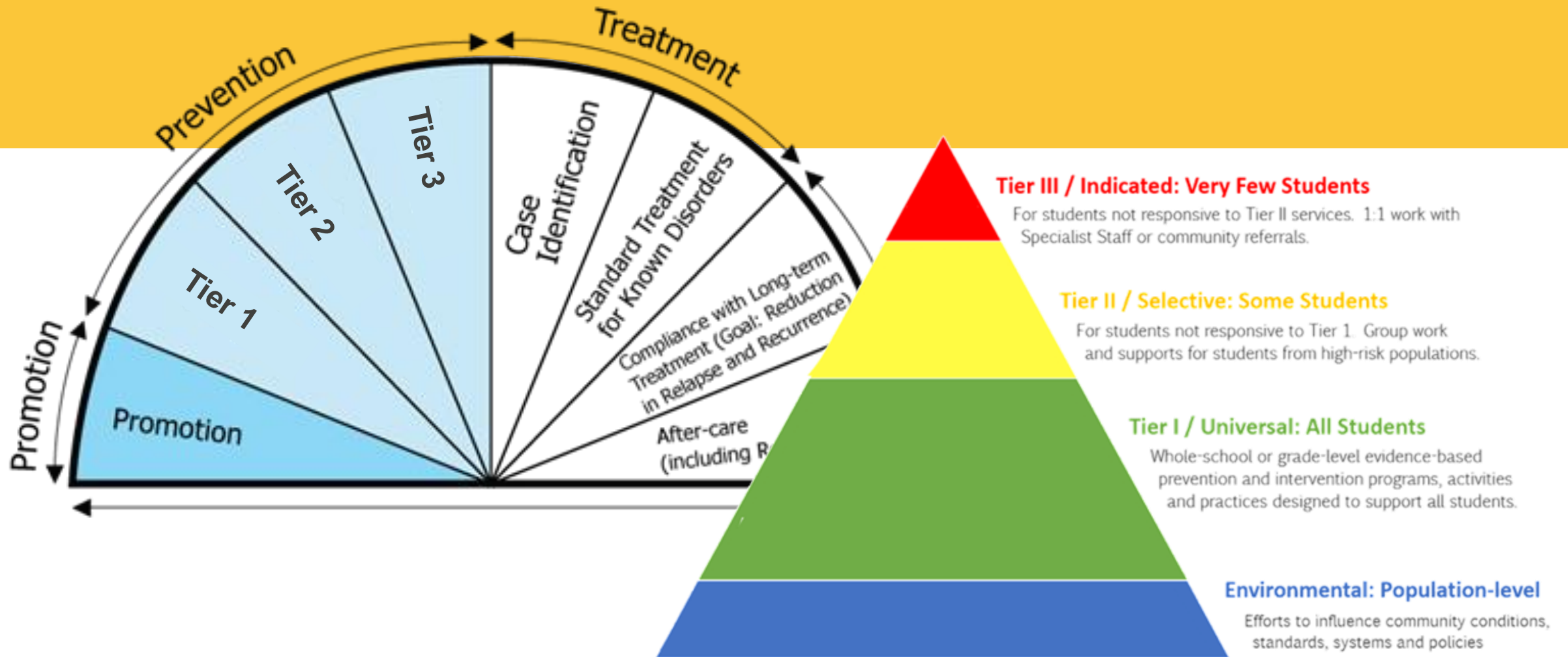
Prevention is MTSS

Prevention · **Treatment**

Promotion | Tier 1 | Tier 2 | Tier 3 | Case Identification | Standard Treatment for Known Disorders | Compliance with Long-term Treatment (Goal: Reduction in Relapse and Recurrence) | After-care (including R...

Tier III / Indicated: Very Few Students
For students not responsive to Tier II services. 1:1 work with Specialist Staff or community referrals.

Tier II / Selective: Some Students
For students not responsive to Tier 1. Group work and supports for students from high-risk populations.

Tier I / Universal: All Students
Whole-school or grade-level evidence-based prevention and intervention programs, activities and practices designed to support all students.

Environmental: Population-level
Efforts to influence community conditions, standards, systems and policies

Prevention is Committing to What Works...

- Teaching skills
- Opportunity to contribute
- Recognition for effort
- Increasing belonging
- Improving study habits and academic support
- Predictable and supportive discipline
- Positive and Compensatory Experiences (PACES)

PREVENTION TOOLS
What works, what doesn't

Washington State
Department of Social
& Health Services
Transforming lives
DSHS 22-1662 (Rev. 6/17)

THE TRUTH ABOUT
DRUGS
Drugs destroy
and ruin millions
lives every year.
at should YOU
w about them?

Ecstasy
LSD Speed
Cocaine
Marijuana

drugfreeworld.org

MARIJUANA
FATAL
VISION

Myth Drinking is a good way to loosen up at parties.
FACT Drinking is a dumb way to loosen up. It can make you act silly, say things you shouldn't say, and do things you wouldn't normally do (like get into fights or have sex).

… and Accepting that Some Widespread Strategies Don't Work

- One-time assemblies and events
- Personal testimony
- Knowledge-only education
- Drug fact sheets
- Scare tactics (fear arousal)
- Distant consequences
- Role play (vs. behavioral rehearsal)

Evidence-based programs are rigorously evaluated and proven to do good in real time and over time.

They have been shown NOT to cause unintentional harm.

We Must Temper Our Best Intentions with Best Practice

- At its peak, DARE was practiced in 75% of American schools and in 52 countries at an annual cost of $1.3 billion to schools.

- At least 8 studies concluded that DARE had no effectiveness in preventing drug use among elementary, middle or high school students.

- DARE increased the likelihood of substance use initiation and criminal justice involvement among vulnerable student populations.

Prevention is Knowing Schools Can't Do this Alone
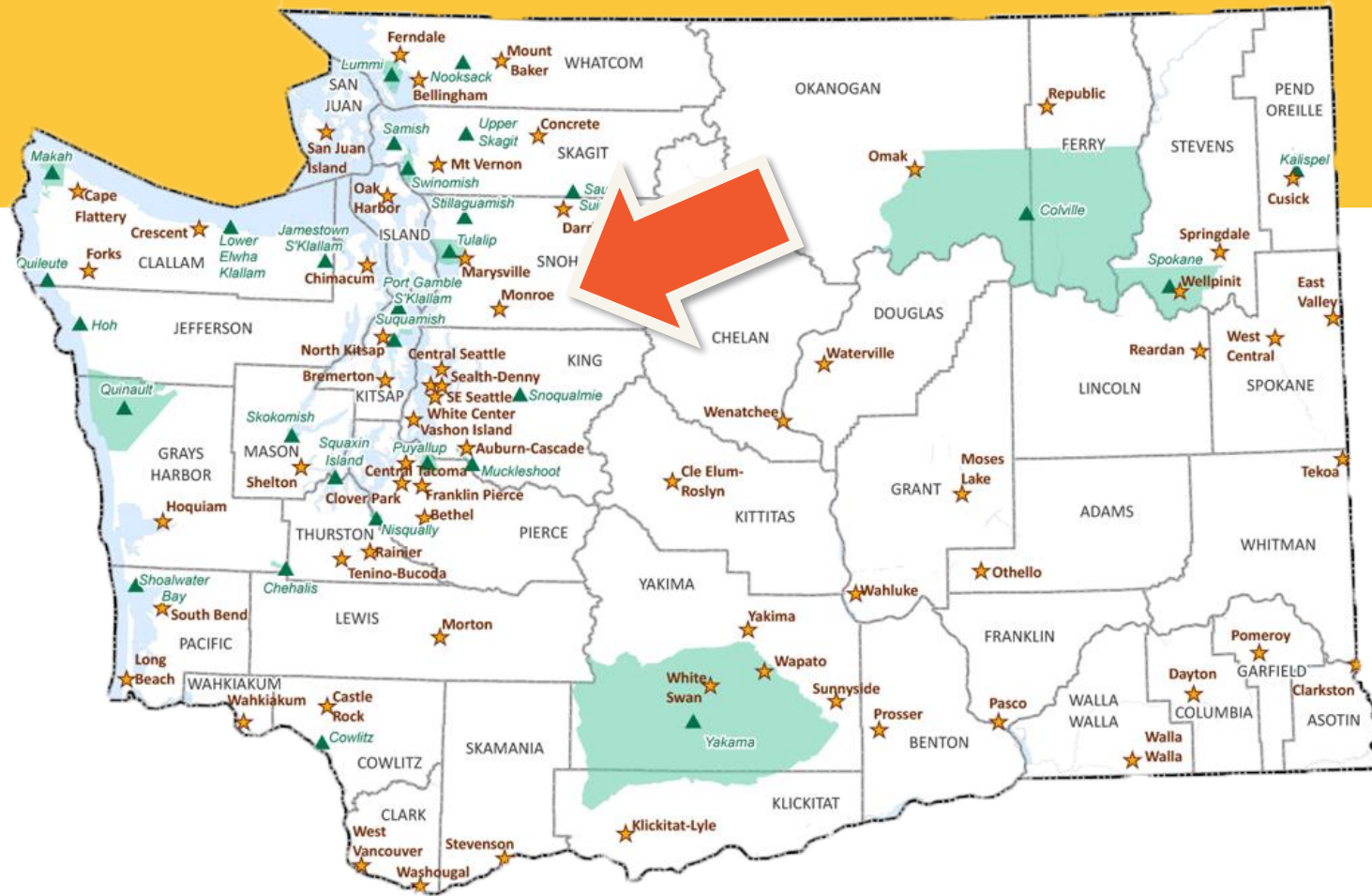
- Nearly 100 Communities
- More than 100 schools
- All 39 counties

Prevention Works: Youth in Monroe are Healthier than Ever!

Regular Alcohol Use:

Lowest Rates Ever Recorded (10, 12)

Binge Drinking:

Lowest Rates Ever Recorded (All Grades)

Regular Marijuana Use:

Lowest Rate Ever Recorded (10)

Vaping:

Lowest Rates Since 2014 (All Grades)

Rx & Prescription Painkiller Use:

Within State Norms (All Grades)

Depression:

Lowest Rates Ever Recorded (10, 12)

Attempted Suicide:

Lowest Rates Ever Recorded (10, 12)
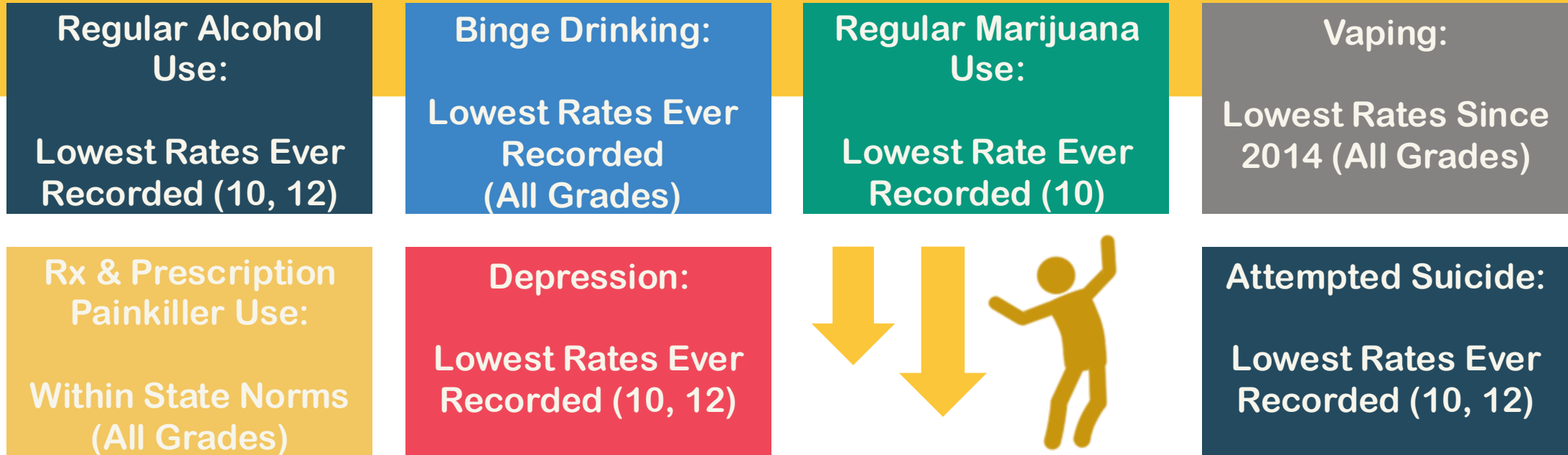
By working together, students in Monroe have been reporting our highest levels of wellness since 2018!

Source: Washington State Healthy Youth Survey 2023

Prevention is a Partnership

Our Coalition is a collaboration of neighbors and professionals who feel a responsibility **for helping youth to grow up healthy and strong**.

We want to prevent youth from experiencing the **negative impacts of alcohol and other drug use** because they adversely impact school performance, job prospects, and physical and mental health.

Our goal is to keep the pot from boiling over into a larger problem for our school and community.

Moms & Dads	Grandparents	Youth
Law Enforcement	Business	Healthcare
Media	Schools	Government
Mental Health Treatment	Substance Use Treatment	Faith Community
Volunteer Groups	Family Serving Agencies	More

Policy 2121 – Substance Abuse Strategy

The board recognizes the effects to the school, home and community resulting from the abuse of alcohol and the use and abuse of controlled illegal, addictive or harmful substances…

The board of directors will seek the support, cooperation and coordination of public and private agencies through the formation of a substance abuse focused advisory committee or community coalition, which may include representatives from the following sectors: youth; parent; law enforcement; civic/volunteer group; business; healthcare, schools; youth serving organization; mental health; religious or fraternal organization; local government; chemical dependency treatment; and, other substance abuse organizations.

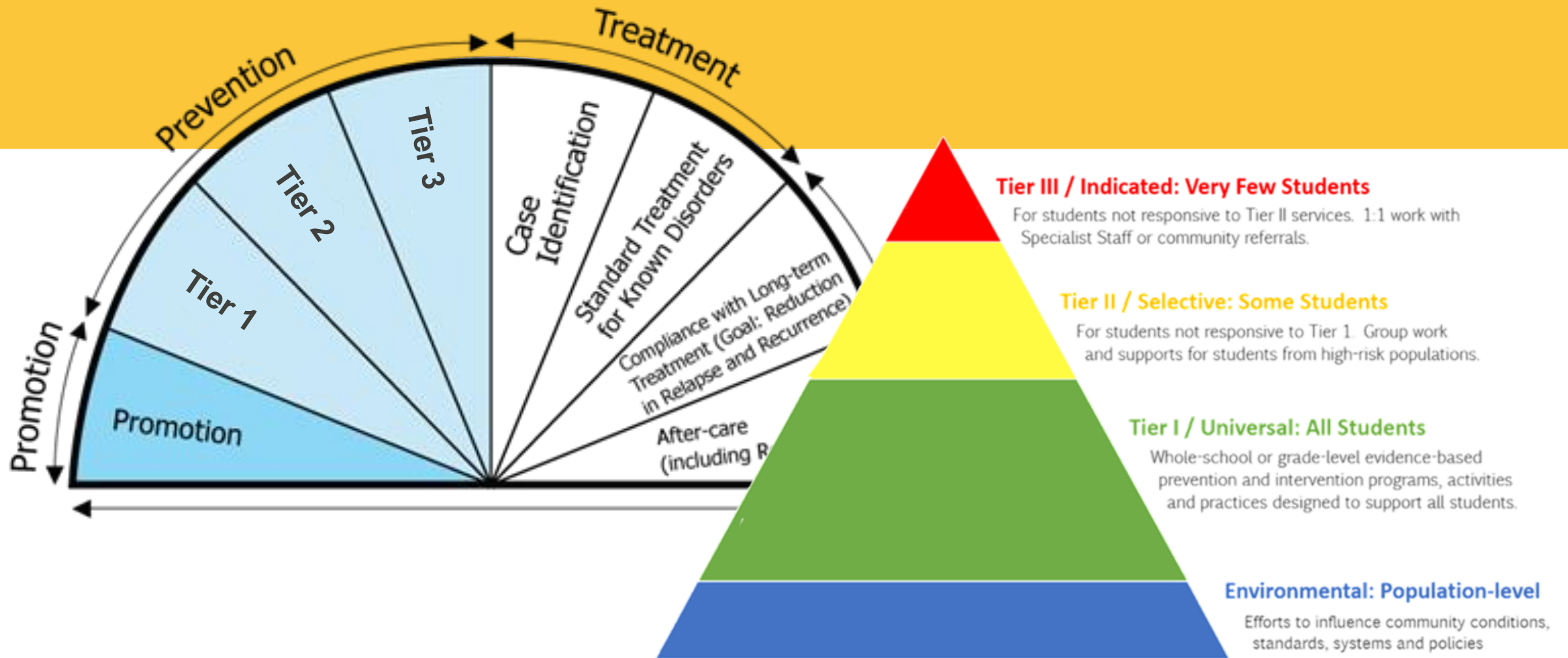# We Used a Tested Planning Framework

We plan our approach to prevention by answering five simple questions:

1. **What's the problem and why is it happening here?**
2. **What resources do we have, and need, to address the problem?**
3. **Considering our needs and resources, what approaches should we take?**
4. **What are we going to do to get the work done?**
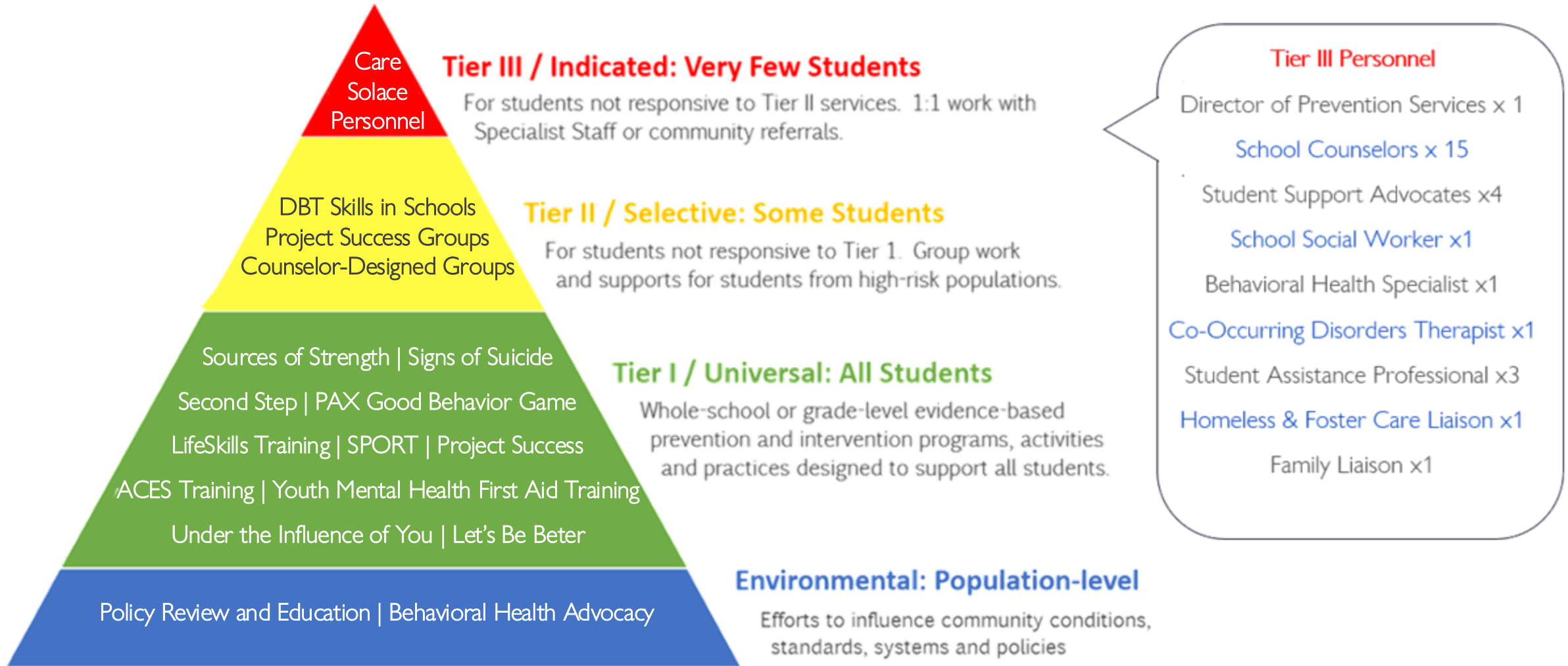5. **How will we know if we're successful?**

Risk Factors Measured on the Healthy Youth Survey	Adolescent Problem Behaviors						Protective Factors
Domains — Risk factors are characteristics that lead to increases in problematic behaviors like alcohol and other substance use, juvenile crime, teen pregnancy, school dropout, and violence. The following factors have been shown to increase the likelihood that youth may develop these problematic behaviors that impact health and success.	Substance Use	Depression & Anxiety	Juvenile Crime	Teen Pregnancy	School Dropout	Violence	Protective factors significantly reduce the potential for involvement in these problematic behaviors despite the presence of risk. Research clearly shows the more protective factors present in a young person's life, the lower their risk of developing or suffering from any of these behaviors.
Community							
Availability of Substances	✓					✓	• Opportunities for positive involvement in the community
Availability of Firearms			✓			✓	• Recognition for positive involvement in the community
Community Laws & Norms Favorable to Substance Use, Firearms & Crime	✓		✓			✓	
Low Neighborhood Attachment & Community Disorganization	✓		✓			✓	
Family							
Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓	• Bonding to family members with healthy beliefs and clear standards
Family Management Problems (8th)	✓	✓	✓	✓	✓	✓	• Attachment to family members with healthy beliefs and clear standards
Family Conflict	✓	✓	✓	✓	✓	✓	• Opportunities for positive involvement in the family
Favorable Parental Attitudes Toward Substance Use	✓		✓			✓	• Recognition for positive involvement in the family
School							
Academic Failure (8th)	✓	✓	✓	✓	✓	✓	• Bonding and attachment to school
Lack of Commitment to School	✓		✓	✓	✓	✓	• Opportunities for positive involvement in school • Recognition for positive involvement
Individual							
Friends Use of Substances	✓		✓	✓	✓	✓	• Bonding to peers with healthy beliefs and clear standards
Favorable Attitudes Toward Substance Use	✓		✓	✓	✓		• Attachment to peers with healthy beliefs and clear standards
Early Initiation of Substance Use	✓		✓	✓	✓	✓	• Opportunities for involvement with positive peers
Gang Involvement							• Increase personal social skills

We Took a Multi-Tiered Approach...

Prevention

Treatment

Promotion

Tier 1

Tier 2

Tier 3

Promotion

Case Identification

Standard Treatment for Known Disorders

Compliance with Long-term Treatment (Goal: Reduction in Relapse and Recurrence)

After-care (including R

Tier III / Indicated: Very Few Students
For students not responsive to Tier II services. 1:1 work with Specialist Staff or community referrals.

Tier II / Selective: Some Students
For students not responsive to Tier 1. Group work and supports for students from high-risk populations.

Tier I / Universal: All Students
Whole-school or grade-level evidence-based prevention and intervention programs, activities and practices designed to support all students.

Environmental: Population-level
Efforts to influence community conditions, standards, systems and policies

... and Created an Audacious Whole

Tier III / Indicated: Very Few Students

Care
Solace
Personnel

For students not responsive to Tier II services. 1:1 work with Specialist Staff or community referrals.

Tier II / Selective: Some Students

DBT Skills in Schools
Project Success Groups
Counselor-Designed Groups

For students not responsive to Tier 1. Group work and supports for students from high-risk populations.

Tier I / Universal: All Students

Sources of Strength | Signs of Suicide
Second Step | PAX Good Behavior Game
LifeSkills Training | SPORT | Project Success
ACES Training | Youth Mental Health First Aid Training
Under the Influence of You | Let's Be Beter

Whole-school or grade-level evidence-based prevention and intervention programs, activities and practices designed to support all students.

Environmental: Population-level

Policy Review and Education | Behavioral Health Advocacy

Efforts to influence community conditions, standards, systems and policies

Tier III Personnel

Director of Prevention Services x 1

School Counselors x 15

Student Support Advocates x4

School Social Worker x1

Behavioral Health Specialist x1

Co-Occurring Disorders Therapist x1

Student Assistance Professional x3

Homeless & Foster Care Liaison x1

Family Liaison x1

SEL program selection is not a checkbox, it's an opportunity!

Different programs produce different outcomes that can address your unique needs.

Some Social Emotional Learning Programs Have Powerful Prevention Outcomes!

Program	Casel SELect	Substance Use	Bullying/ antisocial	Mental Health	Attendance	Delinquency	Academic Performance
Al's Pals	✔	✔	✔	✔		✔	
I Can Problem Solve	✔	✔				✔	
IY – Classroom Management +	✔	✔		✔		✔	
Lion's Quest: Skills Adolescence	✔	✔					
Positive Action ++	✔	✔	✔	✔	✔	✔	✔
PATHS +	✔	✔	✔	✔		✔	✔
Second Step*	✔	✔	✔				✔

You are the most significant investment your District has made for students.

Questions?
Add them to the **Q&A**.
Upvote the questions you like

thank you

What Does it Look Like to Do This Work?

Panelists

- Add your questions to the **Q & A**
- **Upvote** questions you want answered most

Brittany Spencer MA, SUDP, LMHCA

Clinical Supervisor

Capital Region ESD 113

bspencer@esd113.org

Armando Davila

Student Assistance Professional

Lake Chelan School District

North Central ESD

armandod@ncesd.org

Rebecca Purser,

Tribal Schools Opioid Education Pilot Implementation Lead

Office of Native Education, OSPI

rebecca.purser@k12.wa.us

Share What You Learned

- Discuss your ideas with leadership

- Share ideas with your Professional Learning Community

- Lead a discussion with students

Resources

What Does it Look Like to Do This Work?

Resources

Funding

- Unlocking Federal & State Program Funds to Support Student Success

Tools & Videos

- Read & Subscribe to the Engage Newsletter
- Prevention tools: What works, what doesn't | The Athena Forum
- Words Matter: Preferred Language for Talking About Addiction | National Institute on Drug Abuse (NIDA)

Websites

- OSPI page Substance Use Prevention & Intervention Best Practices & Resources
- Monroe Community Coalition | A grassroots substance abuse prevention and mental health promotion collaborative.

People

- Connect with OSPI staff

Washington Office of Superintendent of PUBLIC INSTRUCTION

Next Month

January 8, 2025

10:00 a.m. – 11:30 a.m.

Artificial Intelligence Hacks for Leadership Teams

Washington Office of Superintendent of
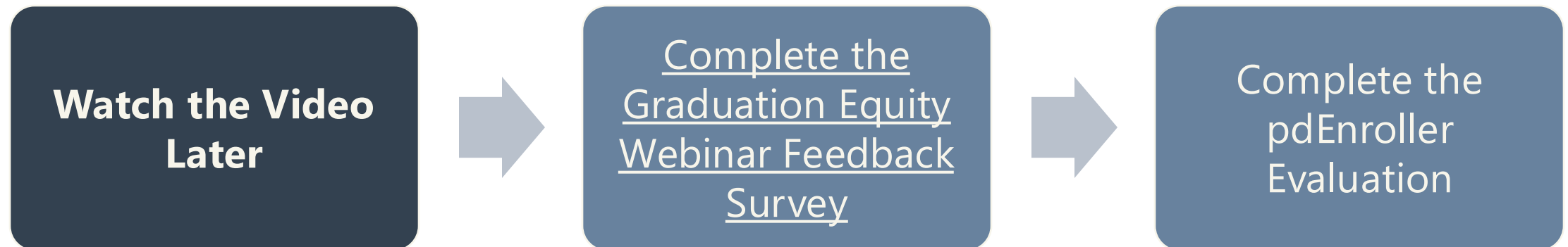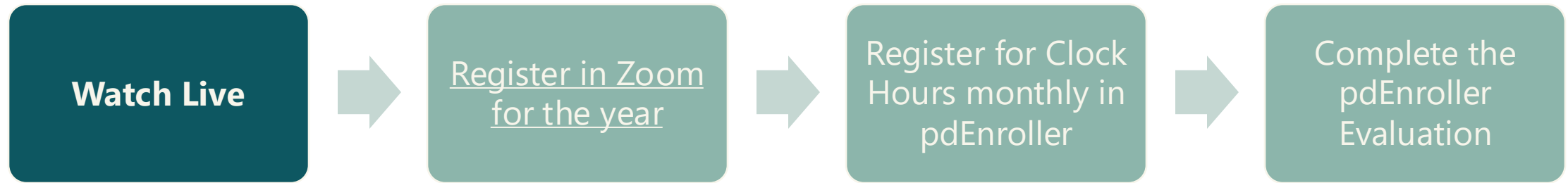**PUBLIC INSTRUCTION**

Evaluation

What worked?

What could we adjust?

Do You Need Free Equity Clock Hours?

Watch Live → [Register in Zoom for the year](#) → Register for Clock Hours monthly in pdEnroller → Complete the pdEnroller Evaluation

Watch the Video Later → [Complete the Graduation Equity Webinar Feedback Survey](#) → Complete the pdEnroller Evaluation

Email Ronnie.Larson@k12.wa.us

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Connect with us!

🌐 k12.wa.us

📷 instagram.com/waospi

▶️ youtube.com/waospi

ⓕ facebook.com/waospi

🐦 twitter.com/waospi

Ⓜ medium.com/waospi

in linkedin.com/company/waospi