



Special Education Advisory Committee

Draft Policy 8240

ALCOHOL, DRUG, TOBACCO AND ELECTRONIC CIGARETTES

Recommendations Summary

June 9, 2022

Prepared For:
SEAC Membership
Special Education Community
Loudoun County School Board

Overview: Policy 8240

ALCOHOL, DRUG, TOBACCO AND ELECTRONIC CIGARETTES

The use of tobacco, alcohol, or drugs can have significant and long-term health and academic consequences for children and adolescents. Research has shown that environmental strategies – community norms, shared values, and public messages that promote healthy, drug-free living – make a substantial difference in keeping youth better protected from the negative influences of alcohol, tobacco, and drug use. Schools are uniquely positioned to provide programs and services that promote student health and remove barriers to learning. They provide an ideal setting for education, prevention, and early interventions of alcohol, tobacco, and substance use. – VDOE Website

SEAC has reviewed the draft policy and determined that it does not reflect the needs of students with disabilities.

Concerns and Recommendations

Concern 1: The SEAC is concerned with the zero-tolerance approach.

Research shows that zero-tolerance approaches are inequitable, less effective than best practices, and have unintended consequences that make our schools less safe. While this policy crosses over into student discipline, the approach taken in Policy 8240 should align with equitable practices, LCPS' Equity Plan, and with the goals of effectively reducing the impact of substance abuse on our school community and of reducing disparate impacts on disadvantaged student populations (including students with disabilities).

https://www.doe.virginia.gov/administrators/superintendents_memos/2006/inf003a.pdf

https://www.doe.virginia.gov/support/virginia_tiered_system_supports/resources/2015_fall_institute/Culturally_Responsive_Positive_Behavior_Supports_considerations_for_practice.pdf

Concern 2: Some students have medical needs such that keeping medications in the school clinic for safe keeping could be life threatening (e.g., EpiPen, inhalers, and insulin syringe, for some students' unique circumstances).

Concern 3: Some students have medical needs such that medications must be continuously delivered and/or delivery mechanisms are attached to their bodies (e.g., insulin pump).

Concern 4: The LCPS Substance Use Education Class, and the Student Assistance Specialists who give the instruction, might not be appropriate for all students with disabilities (e.g., adapting content, specially designed instruction, need for a familiar instructor and/or instructional environment).

Recommendation 1: Remove change to line 110 "an inhaler" and revert to original language "inhalers". Many students have more than one inhaler to treat their medical conditions.

Recommendation 2: Update Lines 111-114 to reflect students' ability to carry and self-administer medication per doctor's orders documented in their individual healthcare and medical action plans.

Recommendation 3: Lines 120: Change "shall participate" to "should be considered for participation in"

Add: "For students with disabilities, the Individualized Education Program (IEP) team or Section 504 team shall determine whether the program is appropriate, or whether a specially designed instruction program should be provided as a substitute."

Additional Information:

The **Substance Use Education Class** is facilitated by the Student Assistance Specialists (SAS) who have expertise in the field of mental health and substance use assessment and treatment.

The SAS provides the class to students 1:1 at their home school, which typically begins while the student is in ISR for the violation. They also provide the class to students on a voluntary basis.

They meet with students for 3-4 sessions to cover the information listed below. Each class is tailored to meet the individual needs of the student (e.g. EL, SPED, MH). Following the class, the SAS will make recommendations, if needed, for additional supports (school-based or community). Regardless of the recommendation, the SAS does follow up with the student later in the school year to determine if additional supports are needed.

- Defense Mechanisms
- Family Roles of Addiction
- Family Genogram
- Substance Abuse Subtle Screening Inventory
- The Progression of Addiction
- Signs and Symptoms
- Student Substance Use History
- Protective Factors vs Risk Factors
- Goal Setting
- Line in the Sand Activity

SEAC Membership Vote

SEAC Membership Vote on Recommendations

Quorum: 14 out of 17 SEAC Members present – Quorum Established

Motion: Lorraine Hightower made a motion to vote on the proposed recommendations 1, 2 and 3. Elizabeth Crotty, seconded the motion.

Vote Summary: Unanimous