

# Substance Use Committee

## *Recommended Practices for Interventions*

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**COLORADO**  
Department of Education

**Meeting 2**  
**November 1, 2023**

# Overview

**Purpose:** The committee shall **develop a practice**, or **identify or modify an existing practice**, for **secondary schools to implement that identifies students' substance use, offers brief intervention with information regarding substance use and consequential health risks, and refers the students to substance use treatment resources.**

**Product:** The committee shall **submit a report to the department that details the recommended practice.**



# Agenda

Topic	Discussion Items	Time
<b>Welcome</b>	<ul style="list-style-type: none"> <li>• Introductions &amp; Warm Welcome</li> <li>• Meeting Overview &amp; Agenda</li> <li>• Warm Up: Consider Decision Making Process</li> </ul>	4:00-4:20
<b>Background and Key Findings Presentation</b>	<ul style="list-style-type: none"> <li>• Present Data and Findings Regarding Current State of Substance Use Interventions</li> </ul>	4:20-4:35
<b>Small Group Discussion</b>	<ul style="list-style-type: none"> <li>• Small Group Activity:               <ul style="list-style-type: none"> <li>◦ <i>Discuss and document key takeaways from presentation and share what additional information is needed to make recommendations</i></li> </ul> </li> </ul>	4:35-4:50
<b>Share and Discuss Outline for Recommended Practice</b>	<ul style="list-style-type: none"> <li>• Share <a href="#">Draft Outline</a> for How the Recommended Practice Might be Developed and Shared</li> <li>• Small Group Activity:               <ul style="list-style-type: none"> <li>◦ <i>Discuss what the group likes about the outline and what is missing or should be changed</i></li> </ul> </li> <li>• Large Group: Share Out Findings from Small Groups</li> </ul>	4:50-5:25
<b>Closure</b>	<ul style="list-style-type: none"> <li>• Outline Next Steps</li> <li>• <a href="#">Jamboard Feedback</a></li> <li>• <b>Next Meeting: November 16 from 4-5:30pm</b></li> </ul>	5:25-5:30



# Group Agreements

- Be present. Turn video on, if able. This creates a more connected environment.
- Actively participate!
- Seek clarification when needed.
- Listen with the same passion with which we want to be heard.
- Respect others (time, opinions, perspectives).
- Create a space of grace (we are learning and growing together).
- Be aware of equity of voice in the space (i.e. we speak once, listen three times).



# Introductions

In the **chat**, share:

- Name
- Pronouns *(if comfortable)*
- Organization/Role
- One reason you are *happy* to be on this committee.



# Warm-Up

Approval for the Recommended Practice will be Voted on by the Committee. The proposed decision making:

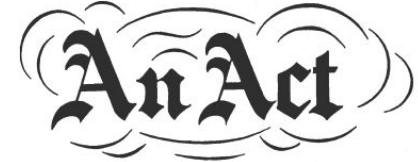
**Zero to Four:** Members will be asked to rate their perceptions/feelings from the following scale:

- 0** = I do not agree and cannot move forward
- 1** = I do not agree but will not block the group moving forward
- 2** = I have questions or concerns before I can move forward
- 3** = I can move forward
- 4** = I like this a lot and will move forward
  - If a member is a zero to two, they will agree to share their questions/concerns with the group to address concerns.



# HB23-1009

- Work with a committee
- Identify a practice for improving services for students who use substances
- Develop and share report with CDE by January 5, 2023
- CDE will finalize and post on website and share with districts



HOUSE BILL 23-1009

BY REPRESENTATIVE(S) Lindsay, Amabile, Bacon, Bird, Boesenecker, Brown, deGruy, Kennedy, Dickson, English, Epps, Garcia, Gonzales-Gutierrez, Hamrick, Herod, Jodeh, Lieder, Lukens, McCormick, McLachlan, Michaelson, Jenet, Ricks, Sharbini, Snyder, Titone, Willford, Young, McCluskie, Kipp, Mabrey, Valdez;  
also SENATOR(S) Moreno, Buckner, Coleman, Cutter, Exum, Fields, Ginal, Gonzales, Hinrichsen, Jaquez, Lewis, Kolker, Marchman, Priola, Winter F., Zenzinger, Fenberg.

CONCERNING MEASURES TO IMPROVE SERVICES FOR STUDENTS WHO USE SUBSTANCES, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

*Be it enacted by the General Assembly of the State of Colorado:*

**SECTION 1. Legislative declaration.** (1) The general assembly finds and declares that:

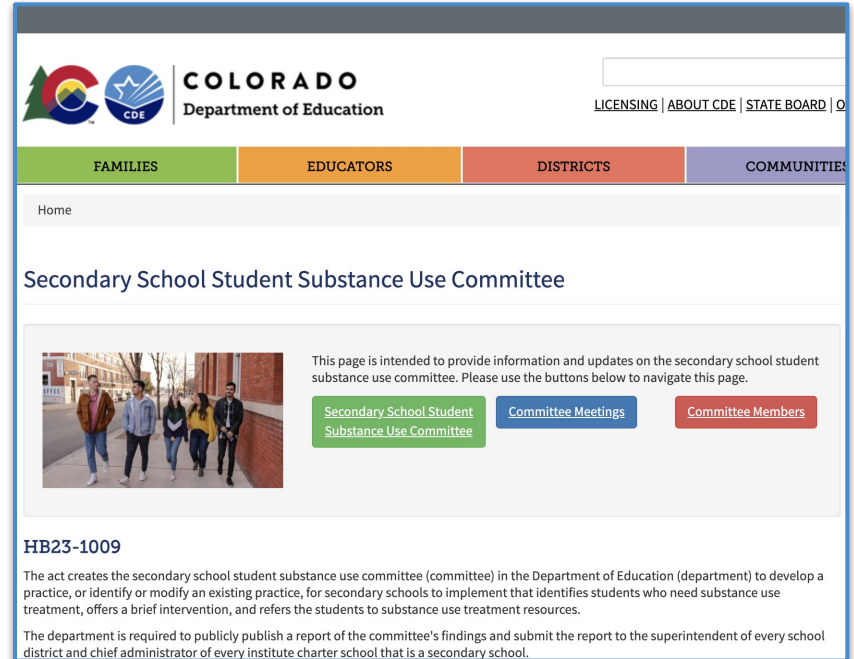
- (a) Substance use is a major issue afflicting Colorado youth;
- (b) Colorado has higher levels of substance use, particularly among youth, than most other states;

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.



# HB23-1009 Webpage

- Required by law
- Includes agendas, meeting notes and recording, participant names
- Meeting Dates:
  - ✓ **October 19- Complete**
  - ◆ **November 1**
  - ◆ **November 16**
  - ◆ **November 29**
  - ◆ **December 11**



The screenshot shows the Colorado Department of Education (CDE) website. The header includes the CDE logo, the text "COLORADO Department of Education", and navigation links for "LICENSING", "ABOUT CDE", "STATE BOARD", and "OUR SERVICES". Below the header is a navigation bar with four tabs: "FAMILIES", "EDUCATORS", "DISTRICTS", and "COMMUNITIES". The main content area is titled "Secondary School Student Substance Use Committee". It features a photograph of five students walking on a sidewalk. To the right of the photo is a text block stating: "This page is intended to provide information and updates on the secondary school student substance use committee. Please use the buttons below to navigate this page." Below this text are three buttons: "Secondary School Student Substance Use Committee" (green), "Committee Meetings" (blue), and "Committee Members" (red). Below the buttons is the heading "HB23-1009" followed by two paragraphs of text. The first paragraph states: "The act creates the secondary school student substance use committee (committee) in the Department of Education (department) to develop a practice, or identify or modify an existing practice, for secondary schools to implement that identifies students who need substance use treatment, offers a brief intervention, and refers the students to substance use treatment resources." The second paragraph states: "The department is required to publicly publish a report of the committee's findings and submit the report to the superintendent of every school district and chief administrator of every institute charter school that is a secondary school."

**Secondary School Student Substance Use Committee**

This page is intended to provide information and updates on the secondary school student substance use committee. Please use the buttons below to navigate this page.

[Secondary School Student Substance Use Committee](#) [Committee Meetings](#) [Committee Members](#)

**HB23-1009**

The act creates the secondary school student substance use committee (committee) in the Department of Education (department) to develop a practice, or identify or modify an existing practice, for secondary schools to implement that identifies students who need substance use treatment, offers a brief intervention, and refers the students to substance use treatment resources.

The department is required to publicly publish a report of the committee's findings and submit the report to the superintendent of every school district and chief administrator of every institute charter school that is a secondary school.



# Background Information

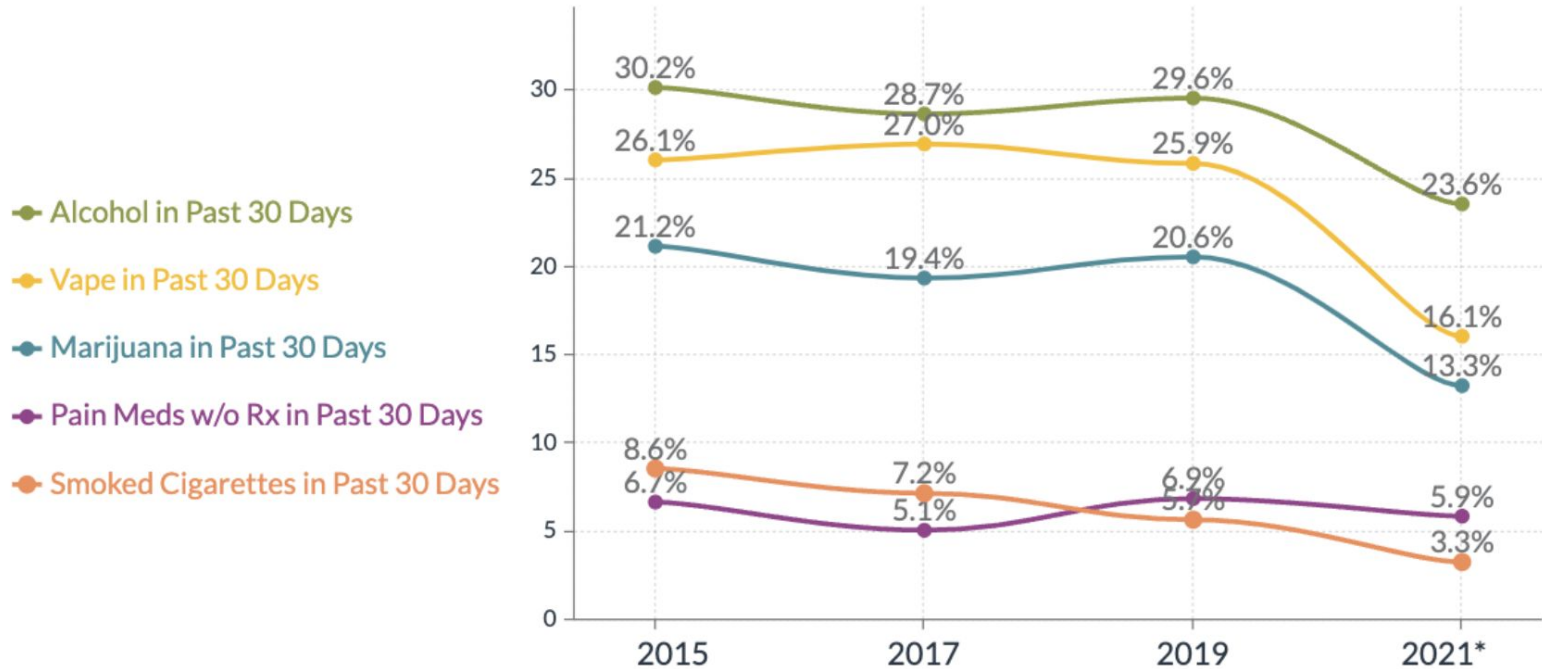


# Youth Substance Use

- According to Healthy Kids Colorado Survey (HKCS), youth substance use declined in 2021
- By 12th grade, substance use increases
- The HKCS is in the field currently
  - Updated estimates available this spring



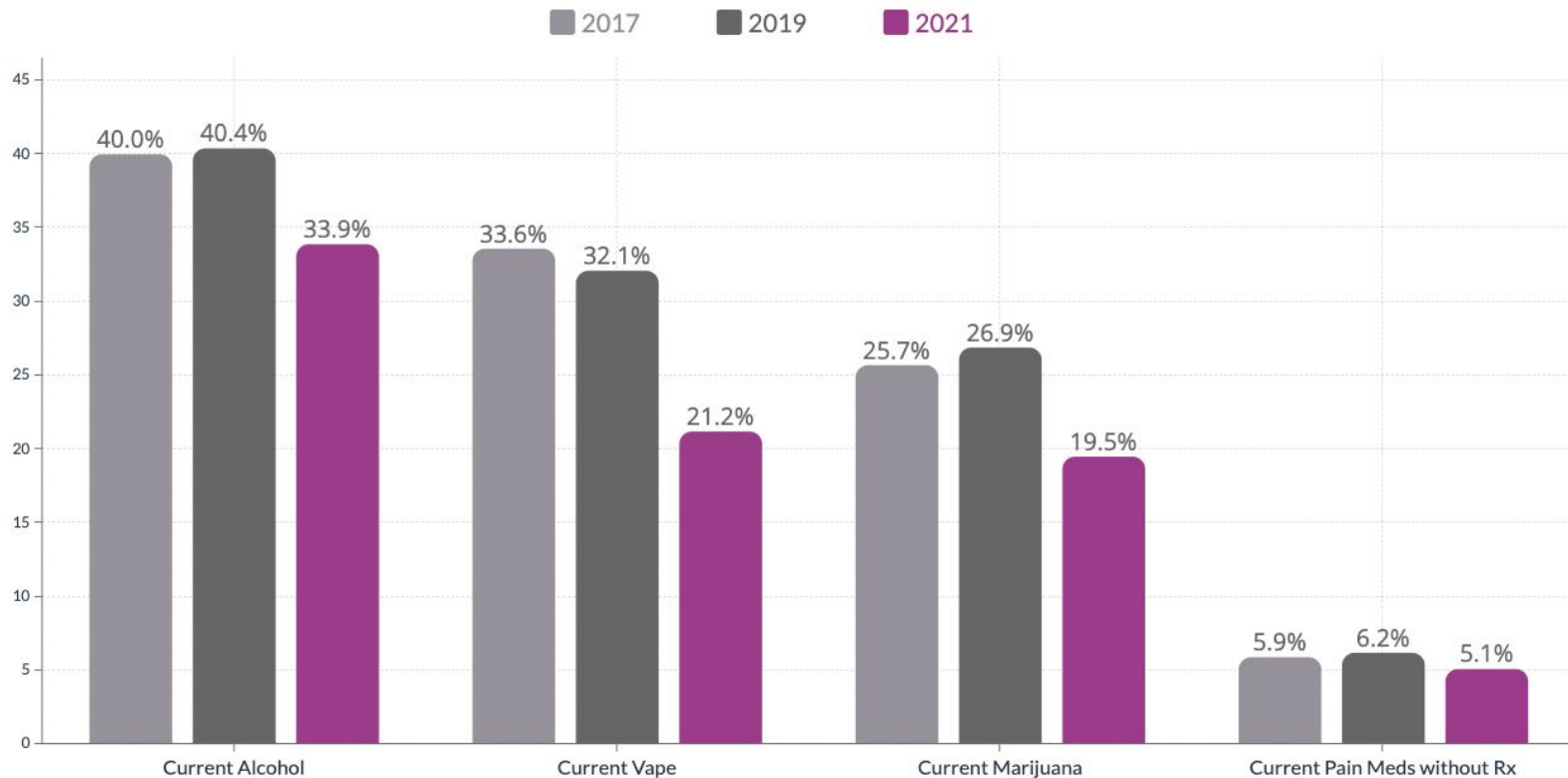
# High School Use: 2015-2021



Source: 2021 Healthy Kids Colorado Survey



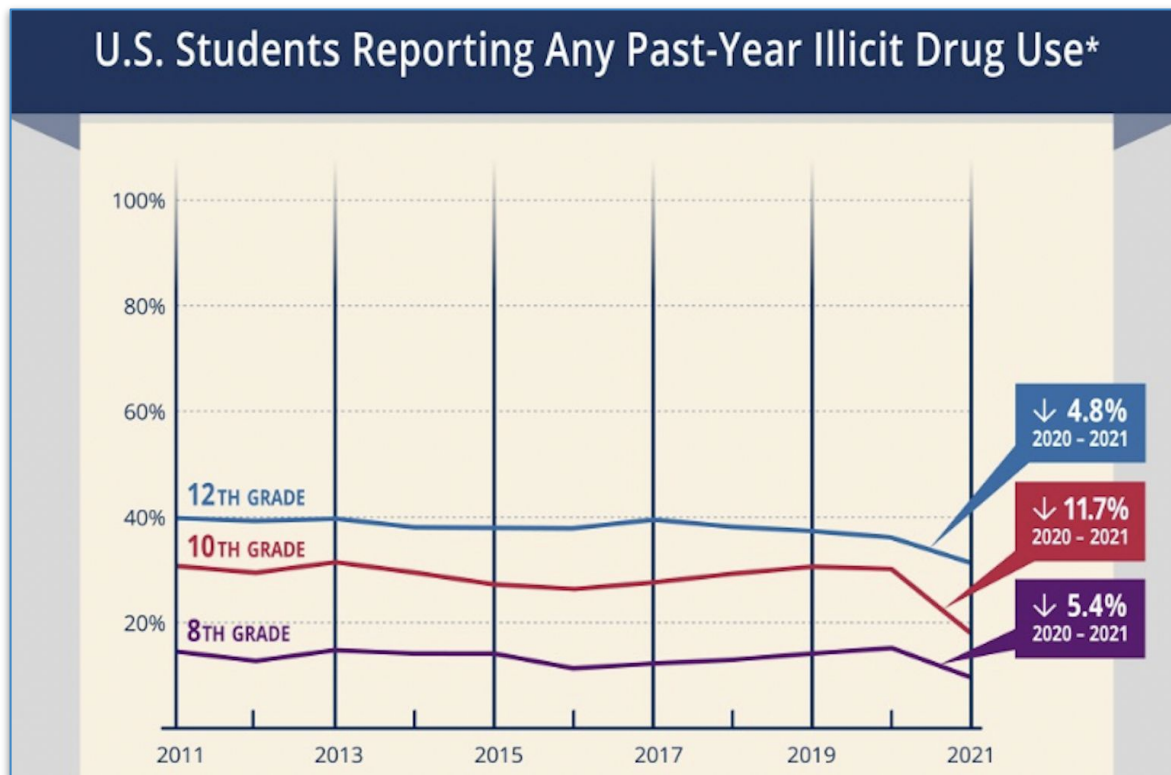
# Use by 12th Grade: 2017-2021



Source: 2021 Healthy Kids Colorado Survey



# 2021 Monitoring the Future

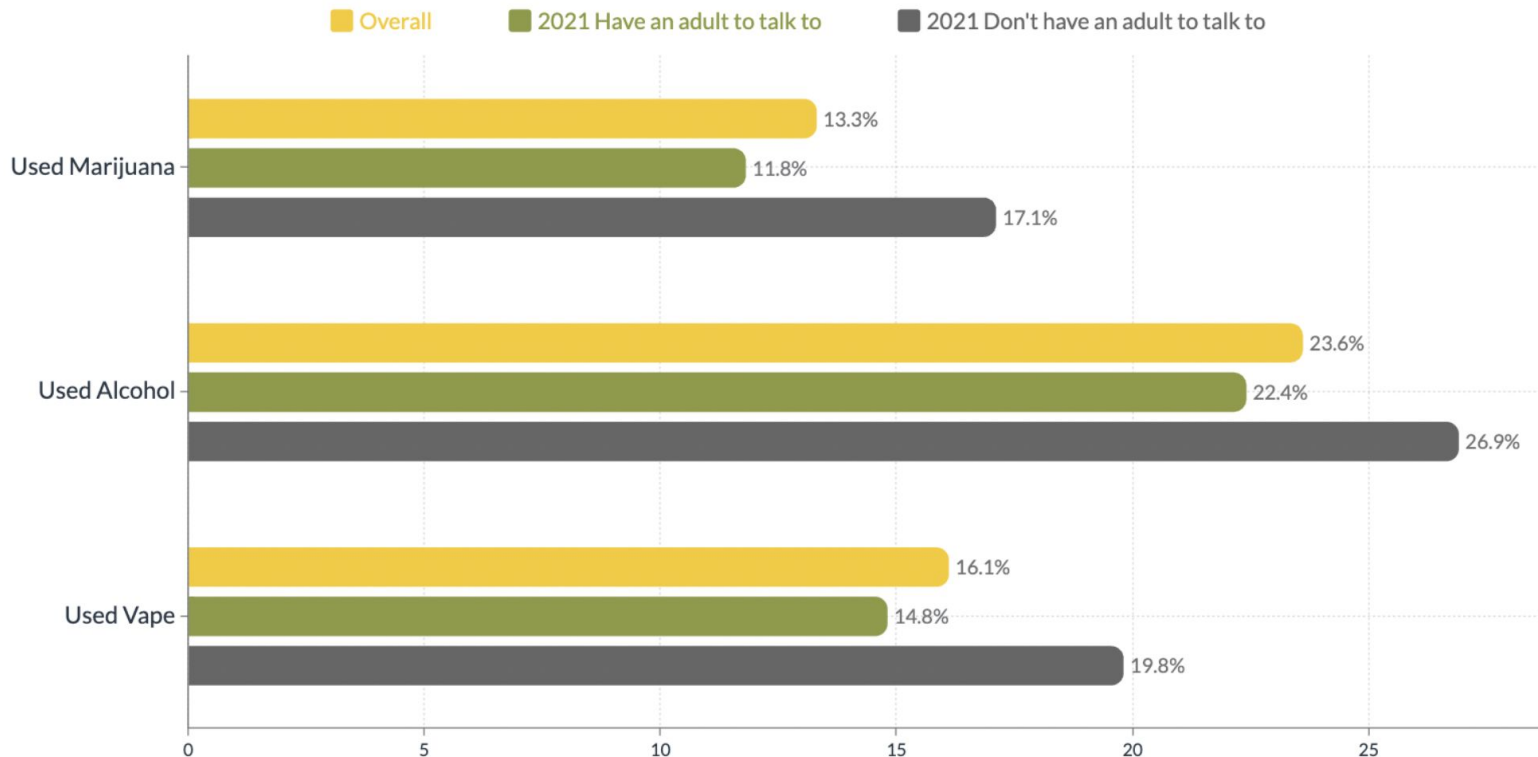


\*Illicit Drug Use includes marijuana, LSD, other hallucinogens, crack, other cocaine, or heroin

Source: 2021 Monitoring the Future Survey



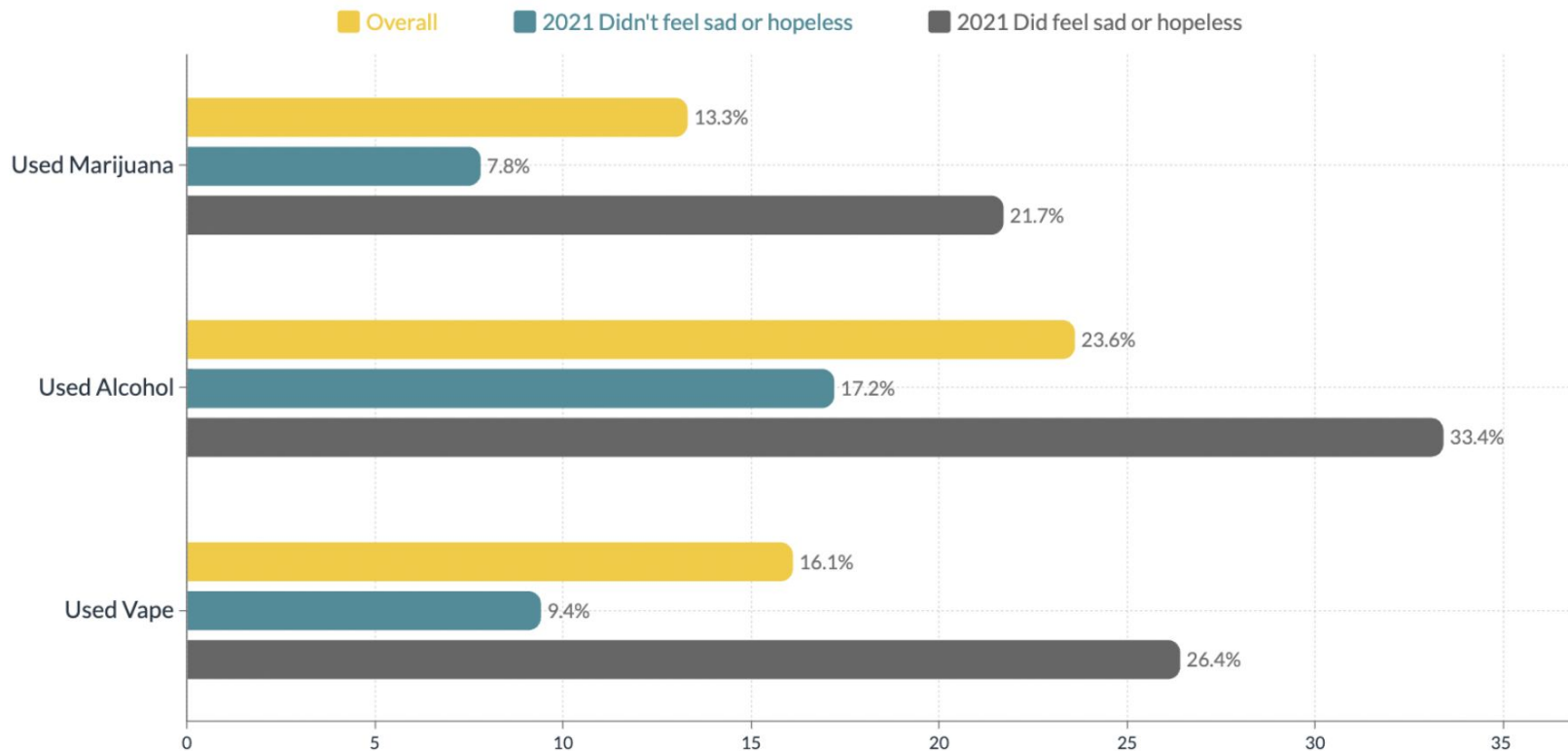
# Risk and Protective Factors



Source: 2021 Healthy Kids Colorado Survey



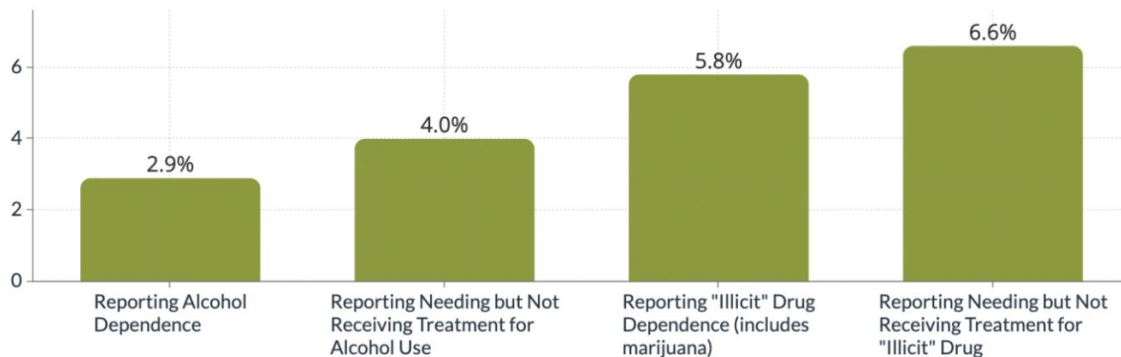
# Risk and Protective Factors



Source: 2021 Healthy Kids Colorado Survey



**Teens ages 12-17 reporting ALCOHOL and DRUG (including marijuana) dependence or needing treatment but not receiving it. Illicit drugs included the misuse of prescription psychotherapeutics or the use of marijuana, cocaine (including crack), heroin, hallucinogens, inhalants, or methamphetamine.**



**If 6.6% of Colorado secondary students needed treatment for drug use, but didn't receive it, that could be >30,000 students.**



Source: 2019-2020 National Survey on Drug Use and Health

# Suspensions



**~6%** Suspensions due to  
substance use

*Between 2016-2021, about 6% of suspensions were categorized as **DRUG, ALCOHOL, or MARIJUANA** incidents. Approximately 22,000 students were suspended for substance use in that five-year period.*



**~84%** Suspensions due to  
disobedient, detrimental,  
or other behaviors

*The majority (about 84%) of suspensions were categorized within the three buckets of:  
**DISOBEDIENT/DEFIANT OR REPEATED  
INTERFERENCE, DETRIMENTAL BEHAVIOR, OTHER  
CODE OF CONDUCT VIOLATIONS.***

Source: CDE Ten-Year Trend Discipline Data - Suspension and Expulsion



# Referrals to Law Enforcement



*Between 2016-2021, on average 33% of disciplinary incidents that were REFERRED TO LAW ENFORCEMENT were due to DRUGS, ALCOHOL, or MARIJUANA. This number is similar for the percent of students who are expelled due to substance use. A smaller percentage of students are expelled or referred to law enforcement for tobacco use incidents (~ 1 to 6%).*

*Between 2016-2021, on average about 1,000-1,200 students were REFERRED TO LAW ENFORCEMENT for substance use related incidents each school year. Over 300 students were EXPELLED each school year due to substance use. Due to COVID-19, the average over the five-year period was impacted due to a large decrease in 2020-2021.*



# School Discipline

**There is inequitable implementation of school district policies and practices to address substance use.**

- The school district policy that most addresses substance use is ***JICH - Drug and Alcohol Use by Students*** and the corresponding JICH-R, when available.
- These policies provide the most detailed information on discipline procedures, especially for alcohol and other drug use.



# School Discipline

*Punitive school discipline policies and inadequate resources can also undermine efforts to provide prevention, early intervention, and treatment services to youth in schools. In addition, inequities may persist if youth of color continue to disproportionately face punishment, rather than treatment, for substance use, as has historically been the case.*



# Restorative Justice and Practices

**Restorative justice** is often defined as “a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.” Restorative justice in school settings is being used to **replace traditional punishment practices with a community-oriented approach.**

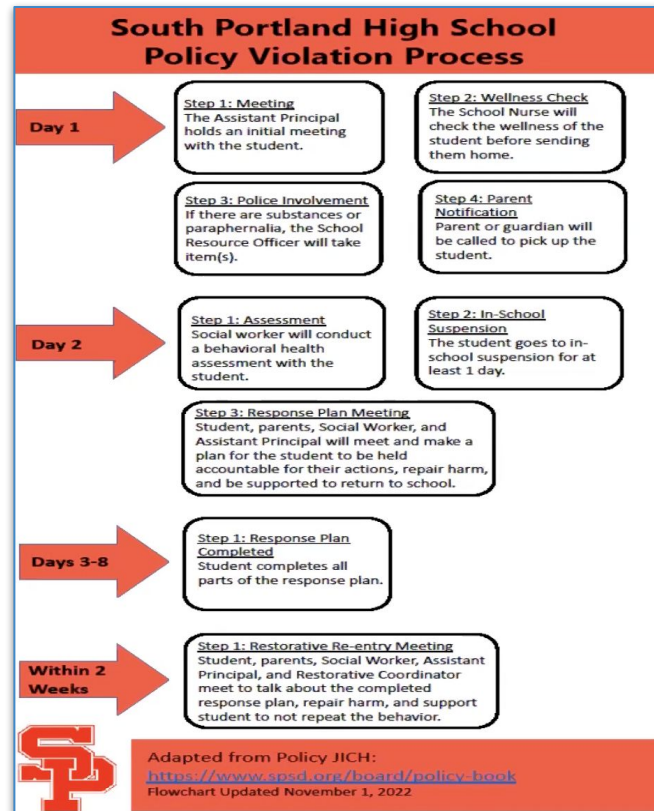
**Restorative practices** provide students and caring adults with an intentional, inclusive, and respectful way of thinking about, talking about, and responding to behavioral issues. When integrated in a school community, restorative practices help to build and repair relationships, prioritize student agency, and **de-emphasize punitive discipline in favor of communication to resolve conflict.**



# School Practices

## Key Questions for Restorative Practice:

1. What happened?
  2. Who has been affected?
  3. What can be done to repair the harm?
- Often implemented with face to face mediation with student-student, student-staff, student-parents/family, parents/family-staff
  - Restorative circles or conferences in classrooms for community building or problem solving, or with families (attendance, drug & alcohol), or with community members



# Related Bill

**SB23-029**

## **Disproportionate Discipline In Public Schools**

**-Currently convening a committee**

**-Report by August 1, 2024**

- Identify alternative approaches to discipline, including but not limited to positive behavioral interventions and supports, bullying intervention and prevention, and behavior intervention plans, etc.



SENATE BILL 23-029

BY SENATOR(S) Moreno, Buckner, Cutter, Exum, Fields, Gonzales, Hinrichsen, Marchman, Priola, Sullivan, Winter F.;  
also REPRESENTATIVE(S) Lindsay, Amabile, Bacon, Brown, Dickson, Duran, English, Epps, Froelich, Garcia, Gonzales-Gutierrez, Hamrick, Herod, Joseph, Kipp, Lukens, Mabrey, Mauro, McCormick, McLachlan, Michaelson Jenet, Ortiz, Parenti, Ricks, Sharbini, Sirota, Story, Velasco, Vigil, McCluskie.

CONCERNING ADDRESSING DISPROPORTIONATE DISCIPLINE IN PUBLIC SCHOOLS, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

*Be it enacted by the General Assembly of the State of Colorado:*

**SECTION 1.** In Colorado Revised Statutes, **add** 22-33-112 as follows:

**22-33-112. Addressing disproportionate discipline - task force - report - legislative declaration - definitions - repeal.** (1) (a) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT:

(1) STUDENTS WHO ARE SUSPENDED AND EXPELLED ARE MORE

*Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.*



# Related Bill

## HB 22-1376

Created to support the learning environment for K-12 students.

The bill contains the following objectives in terms of discipline data reporting:

- Collect data related to chronic absenteeism, suspensions, expulsions, school climate, as well as other parameters specifically outlined in the bill; create district-level reports related to the required discipline measures.



SENATE BILL 23-029

BY SENATOR(S) Moreno, Buckner, Cutter, Exum, Fields, Gonzales, Hinrichsen, Marchman, Priola, Sullivan, Winter F.;  
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# SBIRT

Literature shows Screening, Brief Intervention, and Referral to Treatment (SBIRT) or other brief interventions have shown positive or neutral outcomes for students.

- Peer-reviewed literature indicates that **relationship building with adults at school was an important factor for open communication and motivating behavior change** for students who participated in a Middle School-Based Screening, Brief Intervention, and Referral to Treatment Initiative.

Source: [2022 Youth-Reported School Connection and Experiences of a Middle School Based Screening, Brief Intervention, and Referral to Treatment Initiative: Preliminary Results From a Program Evaluation](#)



# SBIRT

- In another study, **students rated SBIRT positively and indicated substantial intentions to reduce or delay substance use following SBIRT**. Results support SBIRT's potential to delay substance use among current abstainers in addition to reducing substance use among current users.
- One review looked at **brief interventions as time-limited, low-dose therapeutic programs delivered in a school** or educational setting that teach skills and encourage motivation to change or prevent substance use in youth participants. **This practice is rated 'Effective' for reducing alcohol use but was rated 'No Effects' for reducing marijuana use.**

Sources: [2017 Universal School-Based Implementation of Screening Brief Intervention and Referral to Treatment to Reduce and Prevent Alcohol, Marijuana, Tobacco, and Other Drug Use: Process and Feasibility](#)

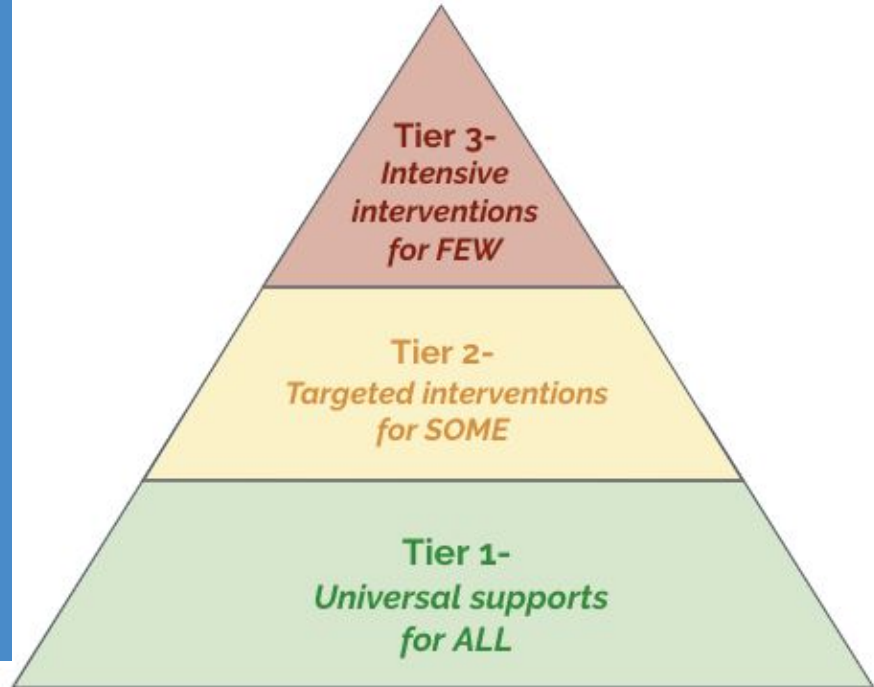
[2022 Practice Profile: School-Based Brief Interventions for Substance Use Among Youth](#)



## Multi-Tiered Systems of Support (MTSS) Framework

- ✓ The MTSS framework includes school-based programs, interventions or services that address three different “levels” of supports for student learning, mental health, physical health, and emotional-behavioral health needs.
- ✓ MTSS emphasizes the use of evidence-based practices for screening, instruction, assessment, and early intervention to support students’ needs.

### MTSS Framework



# Tier 1 - Universal Best Practices

- **Implement behavioral health education/literacy**
  - Colorado Health Education Standard 5 - *Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco*
  - Implement Social Emotional Learning practices and education
- **Create supportive school climate for students and staff**
  - Use data, such as Healthy Kids Colorado Survey, Smart Source, Teaching and Learning Conditions Survey to determine needs and gaps with school connection and belonging, along with substance use
- **Implement screening for student behavioral health**
  - Screening can fit in Tier I or II, depending on the tool and criteria used for screening



# Medicaid Reimbursement

- The Medicaid School Health Services Program is a cost-based program.
- The Random Moment Time Study (RMTS) is used to help determine reimbursable activities, which includes Behavioral Health, if program criteria are met.

**The Random Moment Time Study (RMTS) is a federally accepted method for tracking participant time and activities within school districts. The RMTS is useful because:**

- It uses a verifiable, statistically valid random sampling technique that produces accurate labor distribution results.
- It greatly reduces the amount of staff time needed to record an individual time study of participant's activity.



# Medicaid Local Services Plan

- Medicaid reimbursement must be used to support the health of all students. Uses are outlined in a **Local Services Plan (LSP)**, submitted to CDE.
- **Reimbursement can be spent on health screenings** (mental health, substance abuse, dental, hearing, etc.) provided they are also identified as a need in the Local Services Plan (LSP).
- A district can do so by selecting the screenings/assessments subcategory, under the appropriate health service category, in the LSP, **if supported by the community health assessment**.
- LSPs are a **5-year document**, but can be revised as needed.



# Other Related Funding

- **CDE School Health Professional Grant Program-**
  - Designed to provide funds to eligible education providers to enhance the presence of school health professionals in K-12 schools. Staff roles may include substance use support.
- **CDE Expelled and At-Risk Student Grant (EARSS)-**
  - Funding for early intervention programs, intended to assist school districts in meeting statutory obligations to identify students at-risk of disciplinary action. Substance use interventions are implemented by some funded districts.



# Other Related Funding

- **CDPHE Communities Organizing for Prevention-**
  - Funding for Communities that Care coalitions for convening in communities; addressing policy and systems change for substance use prevention may be an area of focus.
- **CDC Drug Free Communities-**
  - Funding to mobilize communities to prevent youth substance use and provides community-based coalitions with up to 10 years of funding to promote positive youth engagement and address the local conditions that drive youth substance use.
- **Other School-Based Budgeting and/or Federal, State or Local Funding may be used to support these efforts-**
  - Some Title funds may be able to be leveraged.



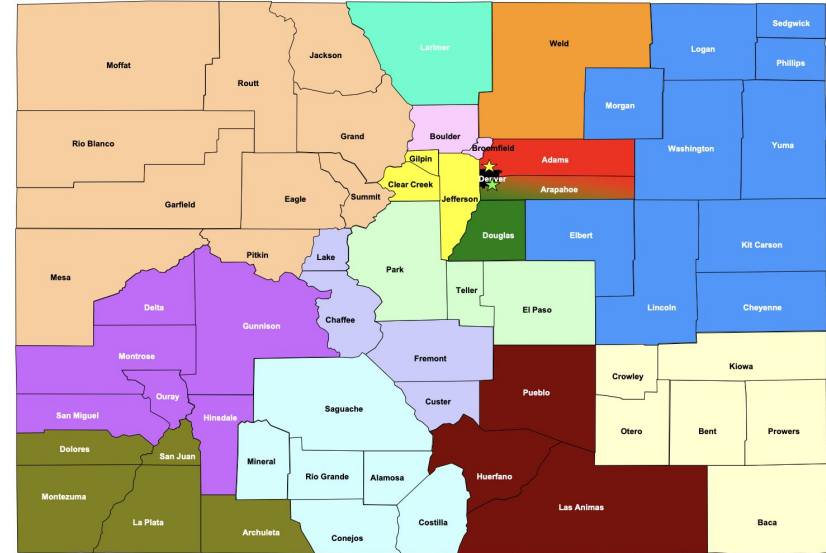
# Liability/HIPAA/FERPA

- CDE and AD Solutions seek more legal and technical guidance to share with schools/districts on consent, liability, etc, for practice recommendations, as needed.



## Resources/Referrals

- Community Mental Health Centers
- School-Based Health Center, if available
- Local hospitals or healthcare/mental health providers
- Others



<p>Colorado Community Mental Health Centers by Counties Served</p> 	 <a href="#">Arapahoe/Douglas Mental Health Network</a>	 <a href="#">Axis Health Systems, Inc.</a>	 <a href="#">Larimer Center for Mental Health</a>	 <a href="#">San Luis Valley Mental Health Center</a>
	 <a href="#">Aspen/Pitkin, Inc.</a>	 <a href="#">Centennial Mental Health Center</a>	 <a href="#">Mental Health Partners</a>	 <a href="#">Southeast Mental Health Services</a>
	 <a href="#">Aurora Mental Health Center</a>	 <a href="#">Colorado West Regional Mental Health Center</a>	 <a href="#">Mental Health Center of Denver</a>	 <a href="#">Spanish Peaks Mental Health Center</a>
	 <a href="#">Jefferson Center for Mental Health</a>	 <a href="#">Community Reach Center</a>	 <a href="#">Midwestern Colorado Mental Health Center</a>	 <a href="#">West Central Mental Health Center</a>
		 <a href="#">Jefferson Center for Mental Health</a>	 <a href="#">North Range Behavioral Health</a>	

**Specialty Clinics**  
Providing Care to the  
Denver-metro Area

- ★ [Servicios de la Raza](#)
- ★ [Asian Pacific Development Center](#)



# Workforce Gaps

Numerous efforts are underway to address staffing shortage and gaps:

- State Mental Health Advisory Board-Workforce Subcommittee
- CDE - New Guidance for School Mental Health Services
- Behavioral Health Administration
- More!



# Small Group Activity

*Discuss and document  
key takeaways from  
presentation and share  
what additional  
information is needed  
to make  
recommendations*



# Outline

***A report that details the recommended practice will be posted on CDE's website and shared with all districts in January 2024.***

***Based on the October 19, 2023 meeting [guidance from the committee](#), an outline with sections was developed.***



# Small Group Activity

*Discuss what you like about the outline and what is missing or should be changed*



# Large Group Discussion

*Debrief  
findings from  
small group*



# Next Steps

- Determine if additional information is needed and update the outline
- Complete Jamboard to share:
  - ✓ *What did you like?*
  - ✓ *What would you change?*
  - ✓ *Needs for future meetings?*



# Thank you!

- **Next Meeting:** November 16 from 4-5:30pm
- Contact Phyllis Reed or Sarah Blumenthal with **CDE** or Amy Dillon or Amy Dyett with **AD Solutions** about any questions or needs!

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[dyett@ad-solutions.org](mailto:dyett@ad-solutions.org)

