

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Policy  
G-3

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99-106

USE AND/OR ABUSE OF SUBSTANCES BY STUDENTS

POLICY STATEMENT

The Northeastern Catholic District School Board is clearly interested in the overall health, spiritual, moral, social, personal and legal welfare of its students.

It is the intent of the Board to encourage its students to make proper decisions and judicious choices for a healthy life in relation to the beneficial or harmful use of drugs and alcohol. It is also the duty of the teachers and other employees of the Board to treat the abuse of drugs and alcohol as a serious problem. Further, it is the intent of the Board to concentrate on the prevention rather than the correction of the abuse of drugs and alcohol and on any related problems.

The Board consequently shall establish:

- ▶ a curriculum based on prevention;
- ▶ an early intervention programme for those students who are at risk as well as for those who were unable to benefit from the prevention programme;
- ▶ procedures for dealing with drug-related incidents; and,

The Board further, shall pursue its intent of involving trustees, administrative personnel, teaching and non-teaching staff, students, parents and community agencies, by seeking input in the above areas where appropriate.

POLICY REGULATIONS

The implementation of the policy shall involve the following elements:

1. Identification of responsibilities pertaining to the implementation;
2. Implementation strategies;

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USE AND/OR ABUSE OF SUBSTANCES BY STUDENTS
<p>3. In-service training for teaching and non-teaching staff in order to:</p> <ul style="list-style-type: none"><li>3.1 ensure the preventive programme;</li><li>3.2 maintain a method of intervention and assistance;</li><li>3.3 provide established procedures for drug-related incidents; and</li><li>3.4 maintain pertinent information regarding the rights, powers and legal obligations.</li></ul> <p>4. Monitoring and evaluation.</p>

# Northeastern Catholic District School Board



"Lord, make us instruments of your peace..."

## Use and/or Abuse of Substances by Students Student/Staff Guidelines

A Way of Life....  
Prevention  
Intervention  
Procedures  
Partnerships  
Responsibilities

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## MISSION STATEMENT

The Northeastern Catholic District School Board is concerned with the health, spiritual, moral, social, personal and legal well-being of its students. It is the intention of the Board to encourage its students to make proper decisions and judicious choices according to a healthy lifestyle in relation to the beneficial or harmful use of drugs and alcohol. In order to reach this goal, it shall rely on the involvement of trustees, community agencies, spiritual advisors, administration, teachers, students, parents, and family members.

## POLICY ON THE USE AND/OR ABUSE OF SUBSTANCES BY STUDENTS

Whereas The Northeastern Catholic District School Board is interested in the health, spiritual, moral, social, personal and legal well-being of its students; and,

Whereas it is the intent of the Board to encourage its students to make proper decisions and judicious choices for a healthy life in relation to the beneficial or harmful use of drugs and alcohol; and,

Whereas it is the duty of the teachers and other employees of the Board to treat the use of drugs and alcohol as a serious problem; and,

Whereas it is the intent of the Board to concentrate on the prevention rather than the correction of the abuse of drugs and alcohol by students and on any related problems,

Be it resolved that the Board shall establish:

1. a curriculum based on prevention;
2. an early intervention program for those students who are at risk as well as for those who were unable to benefit from the prevention program;
3. procedures for dealing with drug-related incidents.

Be it resolved that the Board shall pursue its intent of involving trustees, administrative personnel, teaching and non-teaching staff, students, parents and community agencies.

Be it further resolved that the implementation of the policy shall involve the following elements:

1. Identification of responsibilities pertaining to the implementation.
2. Implementation strategies.
3. In-service training for teaching and non-teaching staff in order to:
  - 3.1 ensure the preventive program;
  - 3.2 maintain a method of intervention and assistance; and
  - 3.3 provide established procedures for drug-related incidents;
  - 3.4 maintain pertinent information regarding the rights, powers and legal obligations in light of current incidents.
4. Monitoring and evaluation.

## GOALS

The policy's main goals are to provide:

1. A curriculum based on prevention.
2. An early identification program for students at risk and for those unable to benefit from the prevention program.
3. Expectations in relation to prevention, disciplinary measures and repercussions for drug-related incidents.
4. Development of partnerships involving the collaboration of students, teachers, parents and community.
5. Identification of responsibilities pertaining to the implementation of the policy:
  - 5.1 Resources
  - 5.2 Implementation strategies
  - 5.3 In-service training
  - 5.4 Monitoring and evaluation

## FIVE COMPONENTS OF THE POLICY

### 1. Prevention:

This first component deals primarily with training and education as a means of prevention. Education is therefore the cornerstone of our prevention program.

The goals of this prevention program are:

- 1.1 to provide to students the skills required for critical thinking;
- 1.2 to help the students assert themselves, and make appropriate decisions;
- 1.3 to provide the students with appropriate information to discourage substance abuse.

The program offers strategies and related activities from Junior Kindergarten to OAC.

### 2. Intervention:

The intervention component of this policy is focused on facilitating constructive intervention procedures primarily for those students "at risk" and secondly for students experiencing drug-related problems or who simply need counselling, information, support services or treatment.

### 3. Procedures for Dealing with Drug and Alcohol-Related Incidents:

The goals of this component are to ensure:

- 3.1 that students have access to counselling and rehabilitation services, if necessary, through community services and parents;
- 3.2 that clear and precise consequences are established;
- 3.3 that appropriate disciplinary measures be introduced for those who behave inappropriately in relation to drug, tobacco and alcohol abuse offences. Such offences must be deemed to be detrimental to the student.



4. Development of Partnerships:

The Board recognizes the need to establish partners and its commitment to these partners. This fourth component therefore requires the collaboration of:

- ▶ students
- ▶ parents
- ▶ community resources

5. Identification of Responsibilities for the Implementation of the Policy:

This component provides direction for the implementation of this policy and outlines responsibilities, specific objectives and implementation strategies.

## PREVENTION PROGRAM

### 1. Goals:

This first component deals primarily with training and education as a means of prevention. Education is therefore the cornerstone of our prevention program.

The goals of this prevention program are:

- 1.1 to provide to students the skills required for critical thinking;
- 1.2 to help the students assert themselves, and make appropriate decisions;
- 1.3 to provide the students with appropriate information to discourage substance abuse.

The program offers strategies and related activities from Junior Kindergarten to OAC.

### 2. Objectives:

- 2.1 To instil in the students positive feelings of self-esteem and personal competence.
- 2.2 To help students differentiate between the beneficial and harmful uses of drugs.
- 2.3 To provide students with specific information on the "low-risk" and "high-risk" uses of alcohol.
- 2.4 To help students realize that the use/abuse of tobacco, alcohol and drugs may lead to consequences to their health, spiritual, social, personal and legal well-being.
- 2.5 To establish among students a sense that they are personally susceptible to the consequences of illegal or "risk" use of alcohol and drugs.
- 2.6 To reduce harmful consumption levels and practices among students who do use alcohol or drugs.
- 2.7 To reduce the number of students who drink under-age or who abuse drugs.
- 2.8 To help the students develop effective decision-making and communication skills.

### 3. PREVENTIVE MEASURES

SPECIFIC OBJECTIVES	STRATEGIES	RESOURCES
<p>To establish a caring educational community where students, teaching staff, parents and administrators are strong partners in the achievement of the Board's objectives</p>	<p>Ensure that the prevention program reflects the spirit of the statement.                      Implement a Mission Statement of the Northeastern Catholic District School Board as it pertains to Substance Abuse.                      Organize information sessions for the community, parents and students of the Board.</p>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Teachers</li> <li>- Pastoral Worker/Chaplain</li> <li>- Counsellors</li> <li>- Student Services</li> <li>- Addiction Research Foundation, South</li> <li>- Cochrane Addiction Services</li> <li>- Other Community Agencies</li> </ul>
<p>To establish a healthy atmosphere in the schools in order to develop resourcefulness, positive self-esteem, and interpersonal relationships</p> <p>To develop the ability to make wise choices, enlightened decisions and to accept responsibility for their actions</p>	<p>Encourage:</p> <ul style="list-style-type: none"> <li>- cooperative learning</li> <li>- collective activities and small group work</li> <li>- peer assistance programs</li> <li>- games of movement/role-playing</li> <li>- drama activities</li> <li>- problem-solving activities</li> <li>- programs promoting self-respect and the ability to overcome difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>- Principals and Teachers</li> <li>- Religion, Family Life, Guidance and Health Programs</li> <li>- Group Sessions</li> <li>- Drama</li> </ul>
<p>To develop a complete program from Junior Kindergarten to OAC, in accordance with the compulsory guidelines established by the Ministry of Education</p>	<p>Consult with Board and school staff responsible for curriculum (heads of sections, program consultants).                      Define ongoing objectives and skills in the preventive curriculum program.</p>	<ul style="list-style-type: none"> <li>- Videocassettes</li> <li>- T.V.O.</li> <li>- Numerous resources available through community agencies</li> <li>- Resources listed in curriculum units</li> </ul>

### 3- PREVENTIVE MEASURES

SPECIFIC OBJECTIVES	STRATEGIES	RESOURCES
<p>To introduce concepts and strategies of prevention in each unit of study.</p>	<p>Present lessons that deal with the concepts of prevention.            Invite resource persons for presentations.            Encourage in-service training for teaching staff.            Take advantage of staff meetings to encourage teaching staff to share methods and approaches to prevention.            Organize exchange sessions to facilitate the integration of programs at the different levels.            Identify and adapt learning units to other subject areas.</p>	<ul style="list-style-type: none"> <li>- Community Agencies</li> <li>- Teacher/Resource Person</li> <li>- Board Consultants</li> <li>- Administration</li> <li>- Board Programs</li> <li>- List of resources available through the Addiction Research Foundation</li> <li>- Living Colour Program</li> <li>- Teacher Training and Prevention Program in the Area of Drugs (ARF and Health and Welfare Canada)</li> </ul>
<p>To promote participation in extracurricular activities which encourage self-development and creativity and which allows each person to discover his/her needs, skills and personal interests.</p>	<p>Establish student groups, clubs and teams responsible for organizing awareness activities.            Organize extra-curricular events.</p>	<ul style="list-style-type: none"> <li>- Teachers, Students, Adults</li> <li>- Volunteers</li> <li>- Administrators</li> <li>- Material/Texts from ARF</li> <li>- Religious/Values Education Program</li> <li>- Family Life and Sex Education Program</li> <li>- Support Groups</li> </ul>
<p>To support appropriate community programs pertaining to healthy lifestyles.</p>	<p>Participate in "Drug Awareness Week" and "National Non-Smoking Week"</p> <p>Appoint liaison-persons to work with appropriate agencies, administrative staff and the Board.</p>	<ul style="list-style-type: none"> <li>- Timmins Volunteer Centre</li> <li>- Teaching Staff</li> <li>- School Nurse</li> <li>- Porcupine Health Unit</li> <li>- Ontario Provincial Service</li> <li>- Timmins Police Services</li> <li>- R.C.M.P.</li> <li>- ARF</li> <li>- South -Cochrane Addictions Services</li> <li>- Canadian Mental Health Association</li> <li>- Family Counselling Centre</li> </ul>

### 3. PREVENTIVE MEASURES

SPECIFIC OBJECTIVES	STRATEGIES	RESOURCES
<p>To ensure that the students of each level have access to the services and staff needed to prevent the abuse of drugs.</p>	<p>Train staff members to identify those students "at risk".</p> <p>To distribute and make available the Board manual on Student Services.</p> <p>To provide to each school the required number of "The Educator's Training Program" (ARF).</p> <p>Ensure availability of Guidance Counsellors, Child and Youth Workers, and Student Services Staff.</p> <p>To make available to the teaching staff the various resources available through the ARF.</p>	<ul style="list-style-type: none"> <li>- Student Services</li> <li>- Alateen</li> <li>- Al-Anon Program</li> <li>- Jubilee Centre</li> <li>- South Cochrane Addictions Services</li> <li>- Porcupine Health Unit</li> <li>- ARF</li> <li>- R.C.M.P.</li> <li>- Videocassettes</li> <li>- Brochures</li> <li>- N.A. Program</li> </ul>

## INTERVENTION PROGRAM

### 1. Goals:

The intervention component of this policy is focused on facilitating constructive intervention procedures primarily for those students "at risk" and secondly for students experiencing drug-related problems or who need counselling, information, support services or treatment.

### 2. Objectives:

- 2.1 To identify those students "at risk" who demonstrate several "risk behaviours" and are from an environment rendering them vulnerable and susceptible to substance abuse.
- 2.2 To identify students having problems of substance abuse.
- 2.3 To intervene constructively among students "at risk" at an early stage.
- 2.4 To identify agencies that can provide assistance to the students and to communicate this information to the students, parents and school staff.
- 2.5 To refer cases of students experiencing problems related to substance abuse to the appropriate Board or community services for treatment.
- 2.6 To offer assessment, guidance and treatment services through the Board and/or community agencies.
- 2.7 To follow-up with community agencies for the purpose of monitoring referred students in accordance with the Freedom of Information Act.

### 3. Procedures:

The need to use the intervention component arises during the prevention program and/or following drug or alcohol related incidents.

The procedures include:

- 3.1 The identification/assessment of being "at risk" or as having problems related to substance abuse.
- 3.2 Support and counselling.
- 3.3 Referral of case for treatment.

4. Early Intervention - Individuals "at risk":

Following the identification of a student as being "at risk", it is possible to intervene by:

- 4.1 ongoing observation of student behaviour;
- 4.2 referring the student to counselling services for personal guidance sessions;
- 4.3 providing help through the prevention, personal, spiritual, and social development programs;
- 4.4 referring the student to the nurse, Child and Youth Workers, Pastoral Worker, chaplain or a staff member of the Student Services Department;
- 4.5 referring the student to group sessions on awareness of the effects and repercussions of substance abuse.

5. Intervention - Abusers:

Following the identification of a student as being an "abuser" through a formal assessment by an agency such as the South Cochrane Addiction Services, it is possible to intervene by:

- 5.1 referring the student to more specialized services offered by community or health agencies.

6. Identification/Assessment:

A student may be identified because he/she:

- 6.1 is vulnerable/at risk and therefore susceptible to having problems related to substance use/abuse;
- 6.2 is influenced by other people who use/abuse substances;
- 6.3 uses or abuses substances.

Non-official identification can be made by friends, parents, school staff, chaplain, school nurse or any concerned person. Students having problems related to the use/abuse of substances can seek assistance on their own or may be identified during a disciplinary action.

A more formal identification by guidance counsellors, principals, the Assessment Teacher appointed to Student Services or a Child and Youth Worker may be made using the Board's criteria scale.

A formal assessment may be requested by the school principal or ordered by a court. A formal assessment shall be performed by an agency such as the South Cochrane Addictions Services.

7. Initial and Continuous Support:

The person identifying the student requiring help makes a preliminary non-official assessment of the severity of the problem and, in some cases, provides information concerning services related to the use/abuse of substances. Such services may provide continuous assistance and support to the student. Two types of situations may arise:

7.1 In certain cases, the student does not have problems related to the use/abuse of substances but may be influenced by the environment, by the use/abuse of substances of other people and may therefore be vulnerable/at risk. The personal support of a caring adult is often enough to enable the student to avoid the use/abuse of substances. It is also possible to follow the procedure outlined in EARLY IDENTIFICATION OF STUDENTS AT RISK (see 4).

7.2 At times, it is necessary to follow the procedure outlined in INTERVENTION FOR ABUSERS (see 5) when a student demonstrates additional needs such as a formal assessment or treatment.

8. Follow-up:

One person identified in each school shall be responsible for coordinating the services provided to the student. When a case is referred to a community or health service, the appointed person shall act as liaison between the school, Board, and community agency.

9. Responsibility:

Throughout the above-mentioned steps, the school principal must ensure that the established procedures are properly understood and respected by all those involved.

10. Confidentiality: See "Guidelines: Confidentiality, Obligations and Duties".



## PROCEDURES FOR DEALING WITH DRUG AND ALCOHOL-RELATED INCIDENTS

1. The goals of this component are to ensure:
  - 1.1 that students have access to counselling and rehabilitation services, if necessary, through community services and parents;
  - 1.2 that clear and precise consequences are established;
  - 1.3 that appropriate disciplinary measures be introduced for those who behave inappropriately in relation to drug and alcohol abuse offences. Such offences must be deemed to be detrimental to the student.
  
2. Objectives:
  - 2.1 To maintain a positive learning environment for all students.
  - 2.2 To encourage students to choose a healthy lifestyle.
  - 2.3 To make students aware of the serious repercussions pertaining to the offences related to substance use/abuse.
  - 2.4 To make students aware that the school shall not tolerate any violations of the rules.
  - 2.5 To restrict the possession, the use and the distribution of drugs and alcohol on Board property or during Board sponsored events.
  - 2.6 When needed, to offer specialized counselling and/or treatment services at a very early stage in the implementation of these measures.
  
3. Introduction to the Procedures:

The procedures for dealing with drug and alcohol related incidents must be closely linked to the objectives of the prevention and intervention programs. This means that a violation of the rules provides an opportunity to help a student and to encourage a change in his or her behaviour.

These guidelines are also based on the principles of just cause and fair practices. They take into account the need for latitude and discretion in the application of these measures.

Violations can occur in six ways:

- ▶ use of tobacco;
- ▶ use or possession of alcohol;
- ▶ use of inhalants for the purpose of intoxication;
- ▶ use or possession of illicit or unauthorized drugs;
- ▶ offering, distributing or trafficking of tobacco, alcohol, volatile substances, illicit or unauthorized drugs;
- ▶ being under the influence of alcohol or drugs.

Generally, each violation entails specific consequences.

#### 4. Unauthorized Use of Tobacco:

##### 4.1 First Violation

The principal or designate will:

- 4.1.1 confiscate the tobacco (including matches and lighters) if the student is not of legal age (see Guidelines for the Seizure and Disposal of Confiscated Substances - 9.3);
- 4.1.2 advise parent(s) or guardian(s) of the situation and disciplinary action (see 9.4);
- 4.1.3 advise the student of the repercussions should a second violation occur;
- 4.1.4 keep a written report of the violation of the Board's policy and advise the student of this measure;
- 4.1.5 organize, if needed, a meeting with the student and parent(s) or appointed guardian(s) in order to share information and discuss the guidance services offered by the Board and/or the community agencies.

#### 4.2 Second Violation

The principal or designate will:

- 4.2.1 refer to steps 4.1.1 to 4.1.5 as outlined above for a first violation;
- 4.2.2 suspend the student internally or externally for one day;
- 4.2.3 consider a counselling service for the student.

#### 4.3 Third Violation and Subsequent Violations

The principal or designate will:

- 4.3.1 refer to steps 4.1.1 to 4.1.5 as outlined above for a first violation;
- 4.3.2 ensure counselling for the student;
- 4.3.3 encourage the student to register for a stop-smoking program;
- 4.3.4 suspend the student for a period of up to 3 days.

### 5. The Consumption, Use, Abuse, Possession of Alcohol or Volatile Substances and/or Intoxication:

#### 5.1 First Violation

A key consideration in deciding to involve the police is whether there is a risk of immediate harm to the student or others.

The principal or designate will:

- 5.1.1 if the person is intoxicated, ensure close supervision while under the care of the school;
- 5.1.2 supervise the search of the locker, of the student's personal possessions and the search of the student if necessary. (See - 9.1);
- 5.1.3 confiscate all alcohol products (See - Guidelines for the Seizure of Illicit Substances - 9);
- 5.1.4 advise the parent(s) or appointed guardian(s) of the incident and inform them of their responsibility to remove the student from the premises;

- 5.1.5 organize a meeting with the student and parent(s) or appointed guardian(s) in order to share information pertaining to the student's educational program and discuss the counselling services offered by the Board and/or the community;
- 5.1.6 decide, according to the case in question, that the student will be suspended for a period of up to three days;
- 5.1.7 advise the student, parent(s) or guardian(s) of the repercussions should a second violation occur;
- 5.1.8 keep a written report of the violation of the Board's Policy.

5.2 Second Violation

The principal or designate will:

- 5.2.1 refer to step 5.1.1 to 5.1.8 as outlined above for a first violation;
- 5.2.2 recommend counselling services for the student;
- 5.2.3 suspend the student for a period of three days.

5.3 Third Violation and Subsequent Violations

The principal or designate will:

- 5.3.1 refer to step 5.1.1 to 5.1.8 as outlined above for a first violation;
- 5.3.2 recommend counselling services for the student;
- 5.3.3 recommend a formal assessment by an addictions service;
- 5.3.4 suspend the student for a period of up to the maximum days allowed by Board Policy (20).

6. The Possession, Consumption, Use, Abuse, of Illicit or Unauthorized Drugs and/or Intoxication:

6.1 First Violation

The Principal or designate will:

- 6.1.1 ensure close supervision while under the care of the school and confiscate all illicit or unauthorized drugs from the student in the presence of a witness, if possible. (see guidelines for the seizure of illicit substances 9);
- 6.1.2 advise the police of the situation;
- 6.1.3 advise the parent(s) or appointed guardian(s) of disciplinary measures and that the police have been notified of the situation (see-9.4);
- 6.1.4 supervise the search of the locker and of the student's personal possessions (see 9.1);
- 6.1.5 organize a meeting with the student and parent(s) or appointed guardian(s) in order to share information pertaining to the student's educational program and discuss the counselling services offered by the Board and/or the community agencies;
- 6.1.6 advise the student of the repercussions should a second violation occur. A formal assessment and treatment, if required, by an addiction service may be recommended;
- 6.1.7 keep a written report of the violation of the Board's policy;
- 6.1.8 ensure follow-up by the school's counselling service;
- 6.1.9 suspend the student for a period of up to three days.

6.2 Second Violation

The principal or designate will:

- 6.2.1 refer to steps 6.1.1 to 6.1.8 as outlined above for a first violation;
- 6.2.2 suspend the student for a period of up to five days.

### 6.3 Third Violation

The principal or designate will:

- 6.3.1 refer to steps 6.1.1 to 6.1.8 as outlined above for a first violation;
- 6.3.2 suspend the student for a period of up to the maximum days allowed by Board Policy (20);
- 6.3.3 recommend a formal assessment and treatment by an addiction service.

### 7. Trafficking and Supplying Tobacco, Alcohol, Volatile Substances and Illicit or Unauthorized Drugs:

In all suspected cases of substances trafficking, the principal or designate shall advise the parent(s) or guardian(s), the police and the Superintendent of Education. The substance should be confiscated and the police asked to investigate. The principal shall ask the student to leave the school accompanied by a parent, appointed guardian or the police.

The student must be suspended. Following consultation with the Superintendent of Education while considering the factors outlined above (5) and in item (8), the student may be recommended for expulsion.

### 8. Other Measures for Habitual Offenders:

Should a student who has violated the rules on more than three occasions, refuse to participate in a preliminary assessment, the principal may impose harsher penalties following consultation with the Superintendent of Education. Suspensions of up to the maximum allowed by Board Policy imposed and even expulsion may be recommended. Before making such decisions, the following must be considered:

- 8.1 signs indicating that the student is continuing to consume alcohol or abuse substances;
- 8.2 the absence of the student's concern in relation to the repercussions of using alcohol or drugs;
- 8.3 the level of disruption imposed on other students, the school staff and the educational system.

Imposing such a harsh penalty is justified by an unfavorable assessment in one of the three above areas.

In each school year, the parent(s)/guardian(s) and students shall be informed of the Board's goals, policies and disciplinary measures in relation to the possession, use or trafficking of alcohol or drugs. All members of the staff shall receive guidelines pertaining to the procedures and steps to follow each specific case.

9. Search, Seizure and Disposal:

9.1 Guidelines for a Search

9.1.1 Should the principal have reasonable motive to believe that a search will provide proof that a student has or is violating the law or the school rules, a search is justified on condition that discretion is shown in relation to the student's age and sex and the nature of the violation. The student's dignity must also be taken into account.

9.1.2 The student's locker and personal possessions may be searched under the supervision of the principal and, if possible, of the student. In all cases, a witness must be present. Searching a student is not permitted; this procedure is the responsibility of the police.

9.2 Guidelines for the Seizure and Disposal of Illicit or Unauthorized Substances

9.2.1 When it is suspected that a student is in possession of illicit or unauthorized drugs, he or she must immediately be brought to the principal or designate or the principal or designate must immediately be informed of the situation.

9.2.2 AFTER HAVING CONTACTED THE POLICE, IT IS IMPERATIVE THAT THEIR INSTRUCTIONS BE FOLLOWED. A trustworthy adult witness should be present when a member of the staff takes into possession an illicit or unauthorized drug belonging to a student. The student must never be left alone.

9.2.3 All confiscated illicit or unauthorized drugs must be turned over to the police as soon as possible.

9.2.4 The seizure and transfer of an illicit or unauthorized drug must be documented as soon as possible.

9.3 Guidelines for the Disposal of Confiscated Substances: Alcohol, Tobacco, and Volatile Substances

The following procedures pertain to the disposal of confiscated substances (alcohol, tobacco, and volatile substances).

9.3.1 The confiscated substance will be disposed of as ordered by school officials.

9.3.2 When a situation requires the laying of charges , the police are responsible for the disposal of the substances.

9.4 Advising the Parent(s) or Guardian(s) and the Board

9.4.1 In cases of possession or trafficking of tobacco, alcohol, illicit or unauthorized drugs, the appropriate supervisor must be advised of the situation as soon as possible.

9.4.2 The police must be advised of all cases involving the possession of illicit drugs and/or the trafficking of alcohol, volatile substances or illicit drugs.

9.4.3 If the student has not reached legal age, the parent(s) or guardian(s) must be advised of all situations as outlined above.



## DEVELOPMENT OF PARTNERSHIPS

1. Goals:

Development of partnerships involving the collaboration of students, teachers, parents and community.

2. Collaboration:

2.1 Involvement of Students

The schools can motivate the students to organize activities on the awareness of addictions, for example: Awareness Week on Drug Abuse, special meetings for students "at risk", special events.

The school must help the students:

- 2.1.1 obtain information on healthy lifestyles;
- 2.1.2 obtain information on the harmful effects of drugs;
- 2.1.3 obtain information on the laws and penalties pertaining to drugs;
- 2.1.4 behave responsibly in accordance to the laws and policies of the Board.

2.2 Involvement of Parent(s)/Guardian(s)

The Board shall:

- 2.2.1 provide to the parent(s)/guardian(s) all essential information pertaining to the prevention program offered to their children at school;
- 2.2.2 inform the parent(s)/guardian(s) about the Board's Policy on the use or abuse of substances by students.

2.3 Involvement of the Community

The Board shall:

- 2.3.1 continue to involve community organizations in drug and alcohol education in the schools and the community;
- 2.3.2 refer to the community's human resources and services so that the students may benefit.

## DEVELOPMENT OF PARTNERSHIPS

SPECIFIC OBJECTIVES	STRATEGIES	RESOURCES
<p>To provide the students with opportunities to gain awareness and prevent the harmful effects of drugs on the individual and society.</p> <p>To provide parent(s)/guardian(s) with information on addictions in order to enable them to intervene in a positive manner with their children in situations involving alcohol and drugs.</p> <p>To continue to involve community agencies in prevention programs developed by the school.</p>	<p>Organize activities on the awareness and prevention of drug and alcohol abuse that involve the students, parent(s)/guardian(s) and community agencies.</p> <p>Invite guest speakers.</p> <p>Provide visual and written resources to the schools.</p> <p>Provide in-service training for all staff members.</p> <p>Set up information booth during parent-teacher interviews.</p> <p>- Provide visual resources to community television.</p> <p>- Provide information sessions organized by school's parent committees.</p> <p>- Provide articles to the local newspaper and radio announcements.</p>	<ul style="list-style-type: none"> <li>- Porcupine Health Unit</li> <li>- Student Councils</li> <li>- Parent Committees</li> <li>- Addiction Research Foundation</li> <li>- Family Counselling Centre</li> <li>- Mental Health (CMHA)</li> <li>- R.C.M.P.</li> <li>- Jubilee Centre</li> <li>- OPP and Timmins Police Service</li> <li>- Pharmacies</li>   <li>- Support Groups:             <ul style="list-style-type: none"> <li>- Alcoholic Anonymous</li> <li>- Adult Children of Alcoholics (A.C.O.A.)</li> <li>- Narcotics Anonymous</li> <li>- Alcoholic Anonymous</li> <li>- Al-Anon</li> <li>- Alateen</li> <li>- South Cochrane Addictions Services</li> <li>- South Cochrane Child and Youth Services</li> </ul> </li> </ul>

## IDENTIFICATION OF RESPONSIBILITIES PERTAINING TO THE IMPLEMENTATION OF THE POLICY

1. Goals:

This component provides direction for the implementation of this policy. The implementation is based on:

- 1.1 information and education (prevention program);
- 1.2 intervention and assistance (intervention programs and procedures pertaining to drug-related incidents).

2. Resources:

The Board shall endeavour to provide appropriate human and material resources for the implementation of the policy.

3. The implementation strategies require the coordination of the efforts of the following:

- 3.1 the students;
- 3.2 the teaching and non-teaching staff;
- 3.3 the parent(s)/guardian(s);
- 3.4 law enforcement agencies;
- 3.5 local community services.

4. The implementation plan consists of the following elements:

- 4.1 training sessions for teaching and non-teaching staff members;
- 4.2 a timeline;
- 4.3 human and material resources;
- 4.4 means of communication and target groups (schools, students, parent(s)/guardian(s) and community);
- 4.5 assessment of the implementation of the policy.

5. In-Service Training:

This element consists of ensuring in-service training for teaching and non-teaching staff members. The ultimate goal is to help the student take control of his or her life by developing positive attitudes, Christian values and logical thinking necessary in choosing a healthy lifestyle.

The objective is to help the staff acquire skills:

- 5.1 in recognizing the signs of drug and alcohol abuse or distribution;
- 5.2 in knowing the legal implications of different types of drug/alcohol related incidents;
- 5.3 in responding to the different types of incidents.

6. Monitoring and Evaluation:

The evaluation shall be carried out in collaboration with the staff, the students, the parent(s)/guardian(s), and the community.

The evaluation is to be performed on an ongoing basis so that the policy, the implementation, the programs, and the objectives may be revised, if necessary.

7. Objectives and Implementation Strategies:

Specific Objectives

Identify the responsibilities of the Board and Administration in relation to the implementation of its policy.

Implementation Strategies

- Ensure that the implementation of this policy is in accordance with the Board's Mission Statement and Philosophy of a Catholic School.
- Appoint the Director of Education as head of the implementation procedure and give him or her the responsibility of ensuring its administration.
- Delegate to the Executive Committee the responsibility of developing, with the assistance of resource people, a plan and a timeline.
- Appoint the Superintendent of Curriculum as supervisor of the development of the prevention program.
- Appoint the Superintendent of Student Services as supervisor of the development of the early identification program and the procedures for dealing with drug-related incidents.

## Special Objectives

I identify the responsibility of the school in relation to the implementation of the policy.

## Implementation Strategies

- Appoint a system-wide coordinator who would have to be released from regular duties in order to ensure a smooth implementation.
- Involve teachers, students, parent(s)/guardian(s), and community services representatives in the process.
- Create partnerships and mobilize community services in support of the program.
- Strengthen contracts with agencies responsible for law enforcement.
- Allocate funds on an annual basis in order to ensure the human and material resources required for the proper operation of the programs.
- Recognize the Director as being responsible for the implementation and supervision of the programs. He or she shall ensure a liaison between the services, the family and the school as well as the involvement of all staff.
- Participate in the consultation process and the development of the programs.
- Ensure the implementation of the programs in the schools.
- Develop a certain amount of expertise within the schools in the areas.
- Support/facilitate the initiatives of the Board in relation to the training of teaching and non-teaching staff members.
- Ensure that all those identified receive the training required to fulfil their duties.
- Support and encourage the initiatives of the students.
- Ensure the active participation of the students when possible.
- Inform the parent(s)/guardian(s) and the surrounding community of the policy and the new programs.

## Special Objectives

## Implementation Strategies

I identify the responsibilities of the community in relation to the implementation of the policy.

- Involve parent associations to relay information to parent(s)/guardian(s) and the surrounding community.
- Work closely with the Board's Implementation Committee and the identified persons.
- Establish working relationships with medical and social agencies that could provide support and treatment to the students, families and staff.
- Consolidate working relationships with representatives of the various law enforcement agencies.
- Review behaviour codes in accordance to the component "Procedures for Dealing With Drug/Alcohol-Related Incidents".
- Consolidate and maintain good working relationships with the appropriate community agencies/services representatives.
- Determine the responsibilities of those involved and the mandate of the community services/agencies.
- Make the community agencies/services aware of the Board's programs (prevention and intervention).

## GUIDELINES: CONFIDENTIALITY, OBLIGATIONS AND DUTIES

### 1. The Concept of Confidentiality:

When the term "confidentiality" is used in a legal context, it refers to the obligation to refrain from voluntarily disclosing any information which has been received in confidence and not to situations in which a person is compelled to disclose information by a court or by legislation. A confidentiality obligation may be imposed on an individual by statute, or it may be assumed by an individual who promises to maintain confidentiality. An individual who breaches his or her statutory duty to maintain confidentiality may be prosecuted under the relevant statute.

### 2. Confidentiality: Importance and Limits:

Students referred for assistance or those voluntarily requesting assistance must be assured of confidentiality. However, it is necessary to accurately describe the limits of confidentiality in situations involving consultation or treatment. In reality, all communications between professionals and their clients are not considered to be privileged by the legal system and may be disclosed by the individual consulted.

However, it is necessary to assure the student that any information shared between the counsellor and him or herself shall not be disclosed without first obtaining proper authorization or advising him or her of the situation. The only exception to this rule exists in whether or not legal action is taken or it presents physical danger to the student or others.

### 3. Confidentiality and the Young Offenders Act:

The Young Offenders Act protects young people between the ages of 12 and 17 accused of violating a federal law, which states that their identity cannot be disclosed.

### 4. Confidentiality and the Involvement of Parent(s) or Guardian(s):

Generally, students will refuse to come forward themselves unless they are assured of confidentiality. Nevertheless, the counsellor and the principal can encourage the student to voluntarily request their parent(s)/guardian(s) to become involved at various stages of the process.

In cases involving the violation of the Board's policy, parent(s) or guardian(s) shall become involved at the beginning of the process (for more information on such cases, see the section on "Procedures for Dealing With Drug/Alcohol Related Incidents).

Cases based on information provided by other adults or agencies may become more complicated. It is highly unlikely that the student would agree to partake in the process unless he or she is guaranteed confidentiality. When a student is involved in an intervention/prevention program, the counsellor must ensure that, as a condition to participating in the intervention program, the parent/guardian understands the need to respect the confidentiality of the student. The counsellor may attempt to convince the student to keep his or her parent(s)/guardian(s) informed about the progress of the intervention.

5. Reporting Obligations and Duties:

School authorities should not create the impression that confidential student information will never be released. Aside from disclosure through court proceedings, provincial law imposes several statutory obligations on educators to report information to provincial authorities. Moreover, in some limited circumstances, an educator may face civil liability for failure to report certain information.

The Education Act imposes several different reporting obligations on school officials. For example, if a principal suspends a student, the reasons for the suspension must be reported to the student, the student's teachers, the student's parent(s) or guardian(s), and to the Board and other school officials.

Regulation 262 provides that a principal must report any serious neglect of duty or infraction of a school rule to an adult student or to the student's parent(s)/guardian(s) if the student is a minor.

The courts have recognized an increasing number of special relationships in which one party will be held civilly liable for the conduct of another. It is well established that such a special relationship exists between school officials and students.

Several challenging issues arise in applying these principles to alcohol and drug-related situations.

First, a civil action may be brought against a teacher for negligently allowing an impaired student to participate in activities that pose a foreseeable risk of injury. This claim would likely succeed if the teacher had been negligent in failing to recognize that the student was impaired.

Second, a teacher may be sued for turning away or rejecting an impaired student who subsequently causes a car accident or other mishap. The court would likely take into account factors such as whether the student was visibly impaired, whether the student was known to be irresponsible, whether the teacher should have realized that the student was driving, and whether the teacher took reasonable steps to protect the student.



Finally, a teacher may become aware that a student's alcohol or drug problem poses a serious threat. If the student is in serious danger, the matter may have to be reported to the appropriate Children's Aid Society, even if the teacher had obtained the information in confidence.

6. The Municipal Freedom of Information and Protection of Individual Privacy Act will be respected.

## NOTES

1. For example, in *Fraser v. Evans* (1969) 1 Q.B. 349 (C.A.), the court stated at page 361:

No person is permitted to divulge to the world, information which he had received in confidence, unless he has just cause or excuse for doing so. Even if he comes by it innocently, nevertheless once he gets to know that it was originally given in confidence, he can be restrained from breaking that confidence.

2. See for example the Education Act, s. 237(2) and (10):

(2) A record is privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction of the pupil, and such record,

2.1 subject to subsections (3) and (5), is not available to any other person; and

2.2 except for the purposes of subsection (5), is not admissible in evidence for any purpose in any trial, inquest, inquiry, examination, hearing or other proceeding, except to prove the establishment, maintenance, retention or transfer of the record,

without the written permission of the parent or guardian of the pupil or, where the pupil is an adult, the written permission of the pupil.

(10) Except as permitted under this section, every person shall preserve secrecy in respect of the content of a record that comes to his knowledge in the course of his duties or employment, and no such person shall communicate any such knowledge to any other person except,

2.3 as may be required in the performance of his duties; or

2.4 with the written consent of the parent or guardian of the pupil where the pupil is a minor; or

2.5 with the written consent of the pupil where the pupil is an adult.

3. In most professional relationships, it is simply assumed that all client information (see students) is confidential.

See for example the Ontario Teacher's Federation Handbook, Regulation 14 - Duties of a Member to His Pupils.

A member shall:

- 3.1 refuse to divulge, beyond his proper duty, confidential information about a pupil.
4. Education Act, s. 22(1).
5. Regulation 262, s. 12 (2) n).
6. See for example, *Jordan House Ltd. V. Menow and Honsberger*, (1974) S.C.R. 239; *Arnold v. Teno* (1978, 83 D.L.R. (3d) 609 (S.C.C.); *Toews v. MacKenzie* (1980), 109 D.L.R. (3d) 473 (B.C.C.A.); and, *Q.V. Minto Management Ltd.* (1985, 49 O.R. (2d) 531 (Ont. H.C.) *aff'd.* (1986, 34 D.L.R. (4<sup>th</sup> 767 (Ont. C.A.)).
7. For a discussion on the duty of care imposed upon school officials see *Magnusson v. Board of the Nupawan School* (1975), 60 D.L.R. (3d) 572 (Sask. C.A.); *Myers v. Peel Country Board of Education* (1981), 123 D.L.R. (3d) 1 (S.C.C.); and J. Barnes, "Tort Liability of School Boards to Pupils" in L. Klar (ed.), *Studies in Canadian Tort Law*, Toronto: Butterworths and Co. (Can.) Ltd., 1977, p. 189
8. Although there are no Canadian cases directly on this point, the following cases illustrate the courts' concern that students not be exposed to undue risks. *Dziwenka v. The Queen*, (1972 S.C.R. 419; *Myers V. Peel Country Board of Education* (1977, 2 C.C.L.T. 38 (B.C.S.C.); and *Michalak v. Dalhousie University* (1983), 61 N.S.R. (2d) 374 (N.S.C.A.).

## GLOSSARY

The age of majority in Ontario is 18. For the use of alcohol, the age is 19.

### ALCOHOL

All substances defined as liquor in the Liquor Licence Act.

### AT RISK

With specific reference to substance use/abuse, refers to students who by virtue of environmental and/or genetic influence may have a pre-disposition for, or greater than average likelihood of, becoming involved in the use of substances.

### BOARD PROPERTY

Not only a school building and property, but includes out-of-classroom programs, activities and facilities approved by or under the jurisdiction of the Board.

### COUNSELLOR

An empathic person with all the qualities required to be involved, resourceful and in tune to all the needs of a school community. The minimum qualifications required would be a specialist's certificate in guidance or the equivalent.

### ILLICIT DRUGS

Includes the following: alcohol, barbiturates, cannabis cocaine, glue, heroin, LSD, other hallucinogens, solvents other than glue, speed, stimulants and tranquilizers.

### INHALANTS

Refers to volatile hydrocarbon solvents produced from petroleum or natural gas. These include industrial, commercial and household products such as fuels, paint thinners and cleaners.

### LEGAL AGE

The age at which a person attains full legal rights and responsibilities. This age varies according to different laws and statutes. For use of tobacco in Ontario, it is 18 years of age and for alcohol, it is 19 years of age.

## PEER SUPPORT

A student working under the supervision of a counsellor. A special training procedure would enable the peer support to help students, refer them to counsellors and be available for initial contact in a problem situation.

## POSSESSION

Is defined in Section 3(4) of the Criminal Code:

1. A person has anything in possession when she/he has it in her/his personal possession or knowingly,
  - 1.1 has it in the actual possession or custody of another person, or
  - 1.2 has it in any place, whether or not that place belongs to or is occupied by her/him for the use or benefit of oneself or of another person.
2. Where one of two or more persons, with the knowledge and consent of the rest, has anything in his custody or possession, it shall be deemed to be in the custody of each and all of them.

The same definition is applied for offences under the Food and Drug Act and the Narcotics Control Act.

## TRAFFICKING

With respect to controlled or restricted drugs, as scheduled in the Food and Drug Act, "traffic" means to manufacture, sell, export from or import into Canada, transport or deliver, otherwise than as authorized by statute.

## UNDER THE INFLUENCE/INTOXICATION

Refers to the use/abuse of a drug as defined in this glossary and in which the substance consumed remains in the bloodstream in detectable amounts. Students are not to consume alcohol or drugs, and subsequently participate in Board activities.

## UNAUTHORIZED USE

Using a substance without prescription from a duly authorized physician - using a substance contrary to law or to Board Policy.