

Administrative Procedures 354
Illicit Use of Drugs and Alcohol

	<p>External References:</p> <ul style="list-style-type: none"> • Education Act: Sections 85, 87, 109, 150, 151, 152, 153, 154, 175 • Narcotic Control Act • Food and Drug Act 	<p>Adopted: June 28, 2011</p> <p>Amended: July 24, 2014</p>
	<p>Internal References:</p> <ul style="list-style-type: none"> • AP 360 Student Discipline • AP 352 Positive Behaviour Support 	

Background

Every effort shall be made to establish school environments that are drug and alcohol free.

The Principal oversees all aspects of student behaviour in the school and at school related activities in accordance within the terms of The Education Act and Regulations. Use, possession or trafficking of drugs has potentially serious legal jurisdictional issues and the Principal’s role is essential in the process and cannot be transferred to other personnel.

There are three (3) components to managing drug and alcohol free school environments: prevention, intervention and discipline. The Principal must consider all factors to meet the needs of students.

The primary goal is to enable students to focus on making positive choices in resisting drugs and alcohol. Parents, staff and students must work together to ensure that learning occurs in a safe, orderly and nurturing environment. Engaging the community to be part of the solution to a drug free environment is important. The Division supports the student in need and will work with students and parents to overcome their issues relative to drug and alcohol use.

Dealing with students who are using drugs and alcohol is complex and perhaps even dangerous for the student. Due to the complexities, it is important to involve people who have the expertise to support the student. Parents/guardians need to be involved as they are key to helping address the situation. Health officials and legal personnel are other professionals who will have expertise and interest in supporting youth in dealing with issues of drug and alcohol use.

Definitions

School function includes any assembly, meeting or gathering of students, or student field trips for school purposes under the supervision or direction of the Division, representatives of the Division, or the teaching or supervisory staff in the course of their duties.

Drugs are defined as alcohol (beer, wine, cider and spirits) and any other substances, the possession of which is prohibited under the Narcotic Control Act or anything which contains such a drug or substance designated a restricted drug under the Food and Drug Act, unless the person possessing or consuming the restricted drug was authorized under the Act to possess the drug.

Procedures

1. Prevention

- 1.1 Educational programming that focuses on positive choices and healthy lifestyles shall be supported to create a drug and alcohol free environment for all students.

- 1.2 Provincial curriculum which includes healthy choices including drug and alcohol education shall be taught as prescribed for each grade level. The curricula includes a K-10 alcohol and drug education component, concentrating on:
 - 1.2.1 Developing positive self images;
 - 1.2.2 Making responsible decisions;
 - 1.2.3 Acquiring assertive skills; and
 - 1.2.4 Understanding the disease and dynamics of addictions.
- 1.3 Drug Awareness Resistance Education (DARE) program delivery will be supported for designated students as available through the RCMP.
- 1.4 Inclusion of Division initiatives as led by Child and Youth Counsellors and/or the Addictions Educator shall be supported at the school level.
- 1.5 The school Code of Conduct shall be reinforced and supported by all staff with students to ensure a positive and safe learning environment that is free of drugs and alcohol.
- 1.6 Parent and community drug and alcohol awareness sessions shall be sponsored as deemed appropriate by the school staff.
- 1.7 Collaboration and cooperation with community agencies and resources shall be accessed when students are experiencing problems related to drugs and alcohol with the intent of assisting the student in attaining a better lifestyle.
- 1.8 The involvement of the community with school personnel in supporting school-based drug and alcohol awareness programs.

2. Intervention

- 2.1 It is important to look at a number of factors regarding possible student drug use. It is also important to inform and caution staff that some students, because of health reasons, may be taking prescribed drugs and as a result may exhibit similar behaviour to that of a student abusing drugs.
- 2.2 Possible signs of drug and/or alcohol use may include, but not limited to:
 - 2.2.1 A major change in academic performance.
 - 2.2.2 A major change in the student's circle of peers.
 - 2.2.3 A major change in the physical appearance of the student – usually in terms of hygiene, but sometimes in terms of dress.
 - 2.2.4 A major change for the negative in terms of school commitment, such as attendance, homework, extra-curricular involvement and personal behaviour.
 - 2.2.5 Other more obvious signs include drug paraphernalia, intoxicated behaviour, and actual drugs in possession. It is reasonable to assume that someone in possession in a school setting has issues with drug and alcohol use.
- 2.3 Staff are to identify and refer students who may require intervention of a medical nature and addictions support and are to:
 - 2.3.1 Possess a working knowledge of issues to look for in identifying student drug and alcohol use;
 - 2.3.2 Document references to the cause of the concern;
 - 2.3.3 Refer the concern to the Principal or designate; and
 - 2.3.4 Restrict the student leaving the school, if at risk.

- 2.4 The Principal shall seek the co-operation and assistance of parents/guardians when dealing with a student who appears to be experiencing problems related to drug and alcohol use.
- 2.5 Students may be assisted and referred to appropriate community or district agencies for assessment, counselling and rehabilitation programs.
- 2.6 Any student who has a drug or alcohol problem and confides in a staff member or Principal for the purpose of receiving assistance in overcoming the problem is to be directed to appropriate programs and services for assistance.
- 2.7 It is important for principals to have an educated understanding of what will be used to identify drug and alcohol use by students, in order to be fair and consistent in the process. The Principal is to:
 - 2.7.1 Be certain about the facts of the situation. Drug and alcohol use and addiction is a disease of the emotions and can be difficult to identify and deal with for all concerned.
 - 2.7.2 Use questioning skills to seek information rather than accusing.
 - 2.7.3 Explain to parents/guardians what issues have been observed with the student and if deemed necessary, determine if they have concerns about drug and alcohol use.
 - 2.7.4 Monitor the situation closely.
 - 2.7.5 Remember that drug or alcohol addiction is an illness.
- 2.8 Principals and staff may use the following techniques to support the process at the school level:
 - 2.8.1 School based, teacher facilitated peer support groups;
 - 2.8.2 A core team of students and teaching staff established to monitor and develop prevention procedures; or
- 2.9 Child and Youth Counsellors at each school are able to support students and families. They are not the disciplinary decision makers because it is not their role, but rather a member of the school level team to support the student. Counsellors have an especially important role to play in prevention, assessment stages and after care programs for students.
- 2.10 Child and Youth Counsellors, in collaboration with the Principal, shall maintain a contact list of all resource personnel in the school's community to assist with issues involving drug and alcohol education and intervention.

3. Discipline

- 3.1 A discipline component needs to address the aspects of student behaviour which cannot be accepted and will require correction. Situations of possession and trafficking of drugs and alcohol on school property cannot be tolerated and must be addressed.
- 3.2 Students suspected of being under the influence or in possession of drugs and alcohol will be referred to the Principal. The Principal in consultation with appropriate staff, shall determine a course of action which shall include:
 - 3.2.1 Removing the student from classroom/peer group setting.
 - 3.2.2 Confirming that no immediate medical assistance is necessary.
 - 3.2.3 Contacting the parents/guardians in person or by telephone to arrange for the safe removal of the student. It is imperative that safe arrangements for this

removal be made in consultation with parents/guardians. Legally, principals have a higher “duty of care” for a student than one might have for another adult, so to merely send a student home may constitute negligence, or

- 3.2.4 If parents/guardians refuse to come for the student or to arrange for the student’s safe removal, contacting the RCMP for the safe removal of the student.
 - 3.2.5 Notifying the parents/guardians in writing of the incident by either a hand delivered letter or a registered letter by the end of the school day.
 - 3.2.6 Investigating the situation with staff and students as necessary.
 - 3.2.7 Consulting the area Superintendent of Education with responsibility for school operations.
 - 3.2.8 Reporting the incident to RCMP if it is deemed serious or is a repeat incident.
- 3.3 Other further actions may include:
- 3.3.1 Referral of the student for counselling and/or assessment, such as participation in an addictions program;
 - 3.3.2 Completion of a written contract for continued attendance, signed by the student and parents/guardians and the Principal, each of whom shall receive a copy of the contract;
 - 3.3.3 Suspension or expulsion of the student in accordance with the provisions of Administrative Procedures 360 Student Discipline.
- 3.4 The disciplinary actions associated with each subsequent incident shall be progressive in nature.
- 3.5 Record keeping by the Principal and staff is necessary throughout all components of addressing drug and alcohol issues with students. Although there are legal issues of confidentiality in every situation, in a school setting considerable information may be confidential, but little is considered privileged. Consequently, it is important that the Principal explains to students that while the information they are gaining is confidential it cannot be considered privileged in a legal setting.