



**COMMISSION SCOLAIRE EASTERN SHORES**  
**EASTERN SHORES SCHOOL BOARD**

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**SUBSTANCE ABUSE**

**POLICY ES-164**

Adopted on: April 20, 2005  
Amended: June 15, 2016  
April 21, 2020

Resolution: C05-04-232  
C16-06-777  
C20-04-548

## **POLICY SCOPE:**

Eastern Shores School Board is committed to safe schools and centres by fostering an atmosphere of preventative measures and guidelines. This policy encompasses many stakeholders and their roles in working toward safe schools and centres for all ESSB students. The term 'schools' is used and intended to encompass both ESSB schools and centres. The term 'principals' is used and intended to encompass both ESSB principals and centre coordinators.

### **1. DEFINITIONS**

**Illegal Substance Protocol:** a step by step guide for administrative teams to follow for illegal substance abuse, possession or trafficking.

**Expulsion:** a formal resolution of the Council of Commissioners which removes a student's right to attend schools or centers of the Eastern Shores School Board.

**Crisis Prevention Team:** The CPI team in every ESSB school consists of selected staff members who receive additional crisis training and who often participate in committees to promote healthy school environments. E.g.: drug awareness, suicide prevention, code of conduct, CPR & First Aid, etc.

**Alcohol:** is defined as any product containing alcohol including solvents.

**Drugs:** are defined as substances other than alcohol that include tobacco, illicit and illegal drugs, inhalants (vaping), and prescription drugs with or without a prescription. Extensive listings can be found in the Narcotic Control Act & the Food and Drug Act.

### **2. PURPOSE**

- 2.1 Eastern Shores School Board emphasizes its responsibility to provide all students with an environment that maximizes student learning potential.
- 2.2 This condition can be attained only when the environment in schools is safe and secure.
- 2.3 Alcohol and drugs are deterrents to learning that limit, interfere with and negate our primary educational role.
- 2.4 ESSB stands firm on the principle of an alcohol, drug and drug-paraphernalia free environment.
- 2.5 ESSB supports internal codes of conduct, prevention projects, services from professionals within our partnership agreements and intervention programs aimed at educating our school community on the proven dangers of alcohol and drugs.

### **3. GENERAL PRINCIPLES**

- 3.1 In the event that a student is found to be in possession of drugs or alcohol, consuming drugs or alcohol or is involved in trafficking drugs or alcohol, while under the authority and care of the school (during school hours on or off grounds, during class outings, trips, etc.), action shall be taken according to the steps found in the ESSB Illegal Substance Protocol found in Appendix B.
- 3.2 Every ESSB school must practice this protocol and will apply the steps with every infraction involving illegal substances.
- 3.3 In the case of offenders who pose an immediate health threat or endanger the wellbeing of other students, the administration will notify the Director General who could proceed with an expulsion.

### **4. PROCEDURE**

- 4.1 Following suspension procedures based on consumption or possession, the school CPI team (Crisis Prevention Intervention) will review the student file, the number of infractions, their legal and moral obligations to help the student and establish a reintegration plan with sanctions.
- 4.2 A school team must always include the offer for professional support.
- 4.3 Regardless of the duration of each suspension, a returning student will meet with a staff member from the CPI team and have the Code of Conduct expectations explained to him/her.
- 4.4 Subsequent meetings may occur if deemed beneficial for the student.
- 4.5 In the case of trafficking, the school CPI team will work collaboratively with the police who will investigate and follow legal sanctions as outlined in Canadian Criminal Code.
- 4.6 Parental collaboration is strongly encouraged when a child has been involved with illegal substances. Failure to support the best interests of their child will result in the immediate signaling to Youth Protection.

### **5. REPORTING**

- 5.1 Appendix A Consumption Observation Grid
- 5.2 Appendix B Illegal Substance Protocol
- 5.3 Appendix C Guidelines for Search Procedures
- 5.4 Appendix D Waiver for Services Offered Through ESSB Schools Form
- 5.5 Appendix E Illegal Incident Report Form
- 5.6 Appendix F Reflection Activities & Resources



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**Consumption Observation Grid**

Student Name: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

Completed interventions: check the appropriate case(s):

- I contacted the designated person (CPI member) to meet with the student
- I have sent the student to the designated place indicating his/her needs on the referral form
- I expressed my certainty to the student that (s)he was in a state of drug and/or alcohol use.
- I saw the student in possession, consuming and/or in a transaction (circle all that apply)
- I seized illegal substances and handed these substances to the school administrator or his/her replacement
- Other: \_\_\_\_\_

What I observed in the student's behavior (indications and observations):

It is important to note that it is not because a person presents certain indications of consumption that (s)he is consuming. However, any significant change or variation in mood, attitudes, or behaviors is a good starting point for further documenting the assessment of potential consumption:

PHYSICAL INDICATIONS	BEHAVIORAL INDICATIONS	OBSERVABLE CHANGES	PARAPHERNALIA
<input type="checkbox"/> Red or glossy eyes	<input type="checkbox"/> Limited or no eye-contact	<input type="checkbox"/> Modified physical appearance (neat or neglected)	<input type="checkbox"/> Rolling papers
<input type="checkbox"/> Dilated pupils	<input type="checkbox"/> Speaks a lot and quickly	<input type="checkbox"/> Loss of weight	<input type="checkbox"/> Pipe
<input type="checkbox"/> Heavy eyelids	<input type="checkbox"/> Difficulty with pronunciation	<input type="checkbox"/> Isolation	<input type="checkbox"/> Lighter or matches
<input type="checkbox"/> Nasal discharge	<input type="checkbox"/> Uncontrollable laughter	<input type="checkbox"/> Change of friends	<input type="checkbox"/> Little baggies or envelopes
<input type="checkbox"/> Powder around nostril	<input type="checkbox"/> Disconnected	<input type="checkbox"/> Significant change in academic performance (increase or decrease)	<input type="checkbox"/> Eye Drops
<input type="checkbox"/> Repetitive sniffing	<input type="checkbox"/> Drowsiness, listlessness	<input type="checkbox"/> Sudden drop of interest in school, sports and activities	<input type="checkbox"/> Water bottles or cans with holes and usage marks
<input type="checkbox"/> Breath or scent of alcohol or cannabis	<input type="checkbox"/> Unusual fatigue	<input type="checkbox"/> Change in mood (unpredictable/impulsive)	<input type="checkbox"/> Grinder
<input type="checkbox"/> Needle marks on arm or body	<input type="checkbox"/> Impulsivity, irritability, aggressiveness, fear of others, etc.	<input type="checkbox"/> Violence (in any form)	<input type="checkbox"/> Torn cardboard pieces
<input type="checkbox"/> Trembling (withdrawal)	<input type="checkbox"/> Unusual nervous tics	<input type="checkbox"/> Repeated nasal congestion	<input type="checkbox"/> Drugs in any form
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Lack of coordination/loss of balance	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Vapers
	<input type="checkbox"/> Slowing of gestures and breathing		<input type="checkbox"/> Other: _____
	<input type="checkbox"/> Hallucinations, paranoid ideas		
	<input type="checkbox"/> Loss of or increased appetite		
	<input type="checkbox"/> Other: _____		

Other Information: \_\_\_\_\_ (use reverse)

**To be handed directly to the school administrator or in case of absence, to the designated person.**

Name of teacher or intervener: \_\_\_\_\_

Signature: \_\_\_\_\_



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### ILLEGAL SUBSTANCE PROTOCOL

YOU have a reasonable doubt of drug consumption/sale and/or possession of illegal substances by a student:

1. Global assessment of the student to determine any imminent danger or need for medical attention.
2. Notify the administrator/ staff assistant

Principal or staff assistant AND/OR a CPI member holding the Drug Prevention dossier will discuss and question the student

#### Student admits to drug consumption (Certainty)

Collaboration with student who is asked to empty pockets, remove shoes.  
**No physical touch or body search allowed.** \*Locker search is permitted.

**\*Immediate consequence:** parents are notified to retrieve their child who will be sent home for remainder of the day.

**At the end of the school day:** Administrator and CPI member consult school guidelines and notify the parents of the consequences and duration of suspension.

#### Incident - using

First Incident	1-day internal suspension + Reflection Activities & Resources (Appendix F)
Second Incident	2 days internal suspension + Reflection Activities & Resources (Appendix F)
Third Incident	3 days internal suspension + Reflection Activities & Resources (Appendix F) Consult your local CLSC for the youth addiction counsellor to determine next steps.
Repeat incidents	Consult your local CLSC for the youth addiction counsellor

#### Incident - possession, notify the police and:

First Incident	Call the police and 1-day internal suspension + Reflection Activities & Resources (Appendix F)
Second Incident	Call the police and 2 days internal suspension + Reflection Activities & Resources (Appendix F)
Repeat Incidents	Call the police and consult your local CLSC for the youth addiction counsellor to determine next steps.

#### Incident - selling

Always	Call the police and 2-3 days external suspension (number of days of suspension at the discretion of the school administrator)
Repeat incidents	Call the police and consult with the school board regarding rules for expulsion.

#### Student does not admit to drug consumption possession or sale (Doubt)

Collaboration with student who is asked to empty pockets, remove shoes.

**No physical touch or body search allowed.** \*Locker search is permitted.

Student is removed from class and given reflection time in office or study hall for the period.

**With possession or sale doubts:**  
Notify police when school has justifiable suspicions.

Two reasonable doubts of consumption are considered as a CERTAINTY. Follow protocol under certainty.

Student reintegration meeting to include:

- \*Parents, Administrator, CPI member, and Student to discuss school sanctions.
- \*Student completes Reflection Activities & Resources (Appendix F) during his/her internal suspension.

#### If student refuses the support services:

- \*Obtain parent and student signature on refusal waiver found in Appendix D.
- \*Close monitoring by school personnel in regards to the student.
- \*Re-apply drug intervention protocol at each potential situation.
- \*Report to Youth Protection – if no mobilisation by parents and/or student and if situation worsens.



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**GUIDELINES FOR SEARCH PROCEDURES**

When an ESSB administrator or his/her designate has strong reason to believe that a search is necessary, he/she may opt to search for:

Weapons or Replicas	Drugs or Paraphernalia	Alcohol or other Illegal Substances
<p>*Detain the student or students and confiscate the weapon or replica.</p> <p>*If in any imminent danger, administrative team is to follow Emergency Preparedness Plan as instructed by and practiced with the Sûreté du Québec.</p> <p>*Regardless of age, parents will be notified to retrieve their child who will be sent home for remainder of the day and receive other appropriate sanctions. The Principal or Centre Director, in conjunction with the appropriate Director, may take any other sanctions deemed appropriate.</p>	<p>*Detain the student or students and confiscate the drugs or drug paraphernalia.</p> <p>*Do a global assessment of the student to determine any imminent danger or need for medical attention.</p> <p>* Parents are notified to retrieve their child, regardless of age, who will be sent home for remainder of the day and receive other appropriate sanctions.</p> <p>*Administrative team must follow procedures as outlined in Illegal Substance Protocol. (Appendix B)</p>	<p>*Detain the student or students and confiscate the alcohol or other illegal substances.</p> <p>*Do a global assessment of the student to determine any imminent danger or need for medical attention.</p> <p>* Regardless of age, parents are notified to retrieve their child who will be sent home for remainder of the day and receive other appropriate sanctions.</p> <p>*Administrative team must follow procedures as outlined in Illegal Substance Protocol. (Appendix B)</p>
<p>*Collaboration with student who is asked to empty pockets, remove shoes. No physical touch or body search allowed.</p>	<p>*Collaboration with student who is asked to empty pockets, remove shoes. No physical touch or body search allowed.</p>	<p>*Collaboration with student who is asked to empty pockets, remove shoes. No physical touch or body search allowed.</p>
<p>*Locker search is permitted.</p>	<p>*Locker search is permitted.</p>	<p>*Locker search is permitted.</p>
<p>*Notify police and provide them with the confiscated weapon or replica depending on severity of the actions and situation.</p>	<p>*Follow Illegal Substance Protocol (Appendix B)</p>	<p>*Follow Illegal Substance Protocol (Appendix B)</p>
<p>*No weapons or replicas will be returned to the student or family.</p>	<p>*No drugs or paraphernalia will be returned to the student or family.</p>	<p>*No alcohol or other illegal substances will be returned to the student or family.</p>

To ensure student safety, schools must make sure the law and school code of conduct are respected. There are varying levels of complexity with searches and in all instances; a Principal (or his/her designate) must base their decision to search on the following criteria according to the level of perceived threat.

Minimal/ non-threatening or urgent and threatening:

- a) **Justification:** Searches can only be justified by any of the following: student witness(es), staff witness(es), or information from a community member(s).
- b) **Reasonable grounds:** A principal must have good reasons to believe that a student is breaking or has broken the law or a school rule, and that the search will turn up evidence of this. E.g.: stolen property
- c) **Non-invasive:** A principal can search school property such as lockers and desks or student property such as backpacks and pencil cases.
- d) **Participatory:** A principal can ask a student to empty the contents of his/her pockets.



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**WAIVER FOR SERVICES OFFERED**

The information has been explained to (list all present):

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The student and parent(s) have refused the services offered: (list all services)

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The student (14+) and parent(s) of minors have been informed of the school's obligation to follow a procedure. *Civil Code of Québec Act, October 1, 2019, (QC) s.1-14 (CA.)*.

Administrator to list school's obligations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I understand the services offered and the school's obligation to follow the protocol listed above and wish to refuse these services at this time. Date: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

***NOTE: The parent(s) may rescind this waiver at any time by contacting the school principal to request that services be offered to his/her child.***



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**Appendix E**

**Illegal Incident Report**

School: \_\_\_\_\_  
Date: \_\_\_\_\_  
Justification for search: \_\_\_\_\_

Student name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Type of Search: \_\_\_\_\_

**ALLEGED INCIDENT CHECK ALL THAT APPLY**

Weapons  Possession  Object(s) confiscated: Yes  No   
Drugs  Possession  Object(s) confiscated: Yes  No   
Theft  Threats of Violence  Intimidation/Threats  Vandalism   
Other: \_\_\_\_\_

**Student cooperation**

Student admission  No student cooperation  No student admission   
Parents have been informed Yes  No  Could not be reached

Telephone conversation with Parent/Guardian (date, time and summary):

\_\_\_\_\_  
\_\_\_\_\_

**MEETING WITH STUDENT**

Witness to the meeting:

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Facts Ascertained:

\_\_\_\_\_  
\_\_\_\_\_

Comments of the administration:

\_\_\_\_\_  
\_\_\_\_\_

**DECISION OF THE ADMINISTRATION**

\*Please note that the administrator should include all documents/statements supporting this report.

**MEASURES TAKEN:**  Humanitarian  Pedagogical  Disciplinary  Legal  No Measure imposed

**POLICE INTERVENTION REQUESTED:**  Yes  No **Responding Officer:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Form Completed by:** \_\_\_\_\_












\_\_\_\_\_  
Signature Position Date

**N.B. Document to be destroyed should allegations be groundless. Copy of Form completed must be forwarded to the Director General if allegations substantiated.**





**Reflection Activities & Resources**

<b>All-about-me questionnaire [Google Forms Survey]</b>  <a href="http://gg.gg/ESSBAllAboutMe">http://gg.gg/ESSBAllAboutMe</a>	WEB COMPUTER ACTIVITY
<b>My Support Network - PDF format</b>  <a href="http://gg.gg/ESSBMySupportPDF">http://gg.gg/ESSBMySupportPDF</a>	PRINT OR COMPUTER READING [1 page]
<b>My Support Network - PDF format</b>  <a href="http://gg.gg/ESSBMySupportPDF">http://gg.gg/ESSBMySupportPDF</a>	PRINT OR COMPUTER READING [1 page]
<b>Cannabis Poster for Students</b>  <a href="http://gg.gg/ESSBPoster">http://gg.gg/ESSBPoster</a>	PRINT OR COMPUTER READING [1 page]
<b>Iminds: Quick guide to drug use</b>  <a href="http://gg.gg/ESSBQuickDrugGuide">http://gg.gg/ESSBQuickDrugGuide</a>	PRINT OR COMPUTER READING [1 page]
<b>Negative facts about drugs</b>  <a href="http://gg.gg/FactsAboutDrugs">http://gg.gg/FactsAboutDrugs</a>	WEB VIDEO [4 mins 40 secs]
<b>The Centre for Addiction and Mental Health (CAMH) Alcohol and other drugs and driving</b>  <a href="http://gg.gg/AddictionMentalHealth">http://gg.gg/AddictionMentalHealth</a>	WEB READING
<b>Government of Canada: Cannabis Health Effects</b>  <a href="http://gg.gg/HealthEffects">http://gg.gg/HealthEffects</a>	WEB READING
<b>Your Cannabis Questions, Answered</b>  <a href="http://gg.gg/QuestionsAnswers">http://gg.gg/QuestionsAnswers</a>	WEB VIDEO [53 secs]
<b>Government of Canada Cannabis and Mental Health</b>  <a href="http://gg.gg/CanadaMentalHealth">http://gg.gg/CanadaMentalHealth</a>	WEB READING
<b>Royal Canadian Mounted Police (Marijuana – we’d like you to know)</b>  <a href="http://gg.gg/RCMPneedtoknow">http://gg.gg/RCMPneedtoknow</a>	WEB READING
<b>Drug Awareness Activity: Age 17-24</b>  <a href="http://gg.gg/ESSBDrugAwarenessActivity">http://gg.gg/ESSBDrugAwarenessActivity</a>	PRINT OR COMPUTER ACTIVITY [23 pages]