

## PSYCHOACTIVE SUBSTANCE USE PROCEDURE ON SCHOOL GROUNDS

<b>Department responsible:</b> Complementary and Compassionate Services	<b>Approved by:</b>  _____ Director General
<b>Effective date:</b> March 13, 2024	<b>Amended:</b>
<b>References:</b>	

### 1. PROCEDURE SCOPE

1.1 Kativik Ilisarniliriniq is actively seeking to create a safe environment that fosters learning and the capacity for every student to grow. To do so, the school board has the obligation to create a procedure to address situations related to the use, possession or selling of psychoactive substances on school grounds (in school, on school premises and at school activities). This procedure is the result of various consultations with key stakeholders who share the same goal of creating a safe space for all students.

We acknowledge the importance of prevention and note that this procedure should be put in place alongside concrete prevention activities in the schools. The following figure and table aims to illustrate the scope of possible activities and intervention. The procedure will focus on targeted prevention and individualized and specialized intervention with a harm reduction approach. Read Appendix A & C for an overview of the various steps in the procedure.



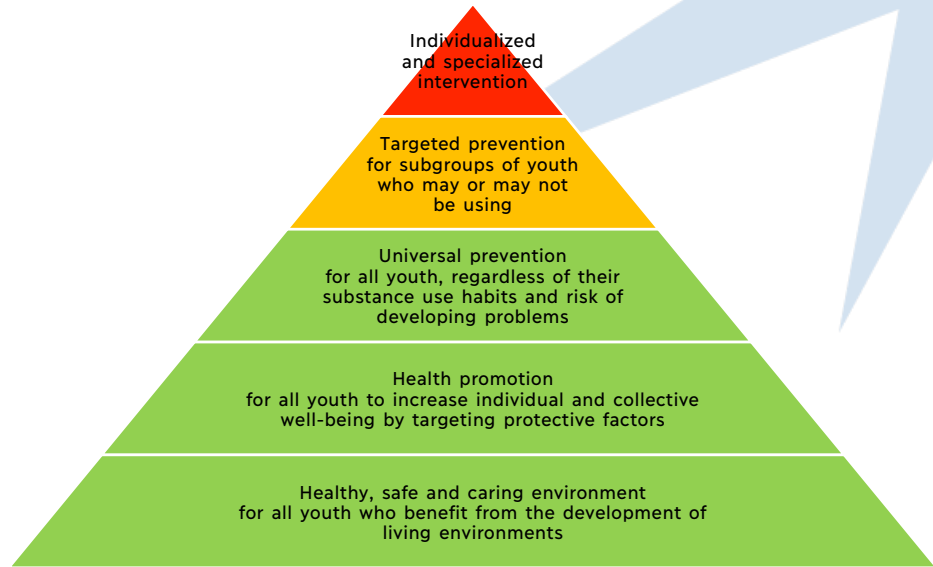


Figure 1. All levels of possible actions in the school setting  
 (From démarche de rédaction ou de révision d'un document-cadre en matière de substances psychoactives, Gouvernement du Québec, 2019. Free translation)

Table 1. Classification of substance use prevention practices for psychoactive substances.(SPA)

<b>Prevention measures</b>	<b>Targeted clientele</b>
Universal Prevention	A set of young people, regardless of their substance use and their risk of developing problems.
Selective Prevention	Subgroups of youth who may or may not use, but are at particular risk of developing problems if they use.
Indicated Intervention	Individuals who are showing early signs of problems with their substance use and who may benefit from brief intervention.
Harm Reduction	The person who consumes and whose objectives are to reduce consumption or reduce the negative consequences of consumption without necessarily aiming at abstinence.

*Direction de santé publique de Lanaudière. Meilleures pratiques de prévention des toxicomanies en milieu scolaire – février 2014*



The following procedure follows the recommended steps by the *démarche de rédaction ou de révision d'un document-cadre en matière de substances psychoactives*, (Gouvernement du Québec, 2019), is inspired by the *Eastern Shores School Board substance abuse procedure* (Eastern Shores School Board, 2020) and by the *Guide à l'intention des écoles secondaires de la Montérégie : Problèmes de consommation et bonnes pratiques scolaires* (consommation et bonnes pratiques scolaires, 2015).

## 2. LEXICON

### 2.1

**Psychoactive substance:** a substance (caffeine, energy drinks, alcohol, cannabis, speed, sniffing products inhalants or other drugs) that affects nervous system function and can cause changes in:

- Perceptions
- Mood
- Consciousness
- Behaviour
- Various emotional and psychological functions

**Alcohol:** Considered to be a depressant drug, because it slows down brain function. Alcohol impairs the brain's activity, which is why when someone is drunk they act differently than when they are sober<sup>1</sup>.

**Cannabis:** Cannabis (marijuana, pot, weed, etc.) is a plant that contains chemicals called cannabinoids, which affect the brain and body. Delta-9-tetrahydrocannabinol (THC) is the cannabinoid responsible for the psychoactive effects (the high) people get from using cannabis<sup>2</sup>.

**Drugs:** Any substance that is taken to change the way the body and/or mind functions (for example: alcohol, Ritalin, Ecstasy and marijuana). Most drugs can be broken down into three categories:

- Stimulants are drugs that make you more hyper and alert.
- Depressants are drugs that cause the body and mind to slow down.
- Hallucinogens are drugs that disrupt a person's perception of reality and cause them to imagine experiences and objects that seem real<sup>2</sup>.

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<sup>1</sup> <https://www.rcmp-grc.gc.ca/cycc-cpci/dr-al/al-eng.htm>

<sup>2</sup> <https://www.rcmp-grc.gc.ca/cycc-cpci/dr-al/al-eng.htm>



**Paraphernalia:** Equipment that is used to produce, conceal and consume illicit drugs. It includes, but is not limited to items such as bong, roach clips, miniature spoons and various types of pipes, rolling paper, pipe, lighters or matches, etc<sup>3</sup>.

**Student Counsellor:** In a trusting and confidential manner, Student Counsellors provide individual counselling sessions to support students who need it. They plan and carry out prevention activities in small groups/classrooms. They work with families and school staff to help students, including crisis situations.

**Student Support Professional (SSP):** The SSP offers individual and group prevention and intervention services to students at risk. With Student Counsellors, they assess the emotional wellness of students, identify vulnerable students and plan interventions to support them. They work on prevention activities using a therapeutic cultural approach and give guidance to teachers on strategies for a healthy classroom.

**Restorative practices:** Restorative approaches are designed to empower students to learn from their mistakes, to understand the impact of their actions and to grow personally in their ability to problem-solve and make responsible decisions. The goal of any restorative practice is to build a sense of community in the school by<sup>4</sup>:

- Providing pathways to repair harm
- Bringing together individuals impacted by an issue through dialogue
- Achieving a common understanding
- Coming to an agreement about resolving the conflict and moving forward

### 3. GENERAL OBJECTIVES

3.1 Create a healthy environment that reflects community values and respects “Inuit qanuillurusingit” - Inuit ways of doing things and for “Inuit qaujimagusituqangit” - Inuit traditional knowledge. To do so, we will promote openness, listening and understanding to build healthy relationships with clear standards, expectations that are recognized and applied by all the schools personnel.

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<sup>3</sup> <https://www.justice.gov/archive/ndic/pubs6/6445/6445p.pdf>

<sup>4</sup> <https://www.panoramaed.com/blog/restorative-practices-to-implement#:~:text=Popular%20examples%20of%20restorative%20processes,setting%20classroom%20agreements%20or%20norms.>



Provide the school principal and community resources with a procedure that will enable them to intervene effectively with all students while respecting the mandate and expertise of each.

#### **4. SPECIFIC OBJECTIVES**

- 4.1
- 1) Kativik Iisarniliriniq aims to provide all students with an environment that fosters students' learning potential. To do so, the goal is to ensure a safe and secure environment.
  - 2) Kativik Iisarniliriniq aims to address psychoactive substance use on school grounds effectively, with a harm reduction approach. The procedure will support students experiencing problems related to their use and specify the various actions possible.
  - 3) Kativik Iisarniliriniq aims to apply appropriate strategies and means that have proven to be effective, in collaboration with community resources and with a goal of achieving greater consistency.
  - 4) Kativik Iisarniliriniq aims to offer appropriate services (detection, early intervention, specialized evaluation, treatment, etc.) in accordance with the service trajectory that will be established with all representatives and members of the community.

#### **5. ROLES**

5.1 We acknowledge that not all schools have access to all the various professionals in this procedure. The procedure is meant as a general guideline and may need to be adapted to each school's context and available resources. The main goal is for everyone to be aware of the procedure and follow it.

- Kativik Iisarniliriniq in collaboration with the principals will inform the school personnel of the procedure and enforce it. It is also their responsibility to apply sanctions, disciplinary measures, to organize search of a locker, to safeguard any items that were seized and to contact the Nunavik Police Services.
- Teachers will:
  - Follow the procedure
  - Build rapport with students
  - Understand the procedure/harm reduction approach
  - Be open and non-judgmental
  - Seek support from professionals trained in the helping relationship



- Student Counselors will:
  - Meet with students
  - Work on an individual basis with students about their substance use
  - Accompany students
  - Be open and non-judgmental
  - Make referrals to appropriate services when needed
  - Collaborate with SSP for intervention and support
- SSP will:
  - Meet with students
  - Work on an individual basis with students concerning their substance use
  - Accompany students
  - Be open and non-judgmental
  - Work in collaboration with the student counselor
  - Make referrals to appropriate services when needed
- Special Education Technicians will:
  - Be aware of and follow the procedure
  - Refer to SSP for intervention and support
- Behaviour Technicians will:
  - Respond to calls from teachers
  - Bring students to the principal/behaviour technician room (agora)
  - Model appropriate behaviour for students
  - Refer to SSP for intervention and support
- All School personnel (janitor, receptionist, etc.) will:
  - Observe what happens in the school
  - Be aware of the procedure and follow it
  - Model appropriate behaviour for students
- Education Committee members and other adults present in the school will:
  - Observe what happens in school
  - Be aware of and follow procedure
  - Model appropriate behaviour for students
- Students will:
  - Follow expectations/procedure
- Parents will:
  - Model to children
  - Work with schools
  - Be aware of procedure



## 6. PROCEDURE

### 6.1

In the event that a student is found to be in possession, under the influence or participating in a transaction of psychoactive substances while on school grounds or during a school activity, the steps determined by this procedure should be applied.

Every school should apply this procedure when a situation linked with the possession, use or transaction of psychoactive substances occurs. They should designate a selected team (members of the special education committee) that will enforce the procedure.

In the case of a serious and/or recurrent situation, Kativik Iisarniliriniq will put into place a system to review the situation and determine if there is a need for an expulsion.

In accordance with SO 01 directive.

## 7. IMMEDIATE INTERVENTION

### 7.1

- When school personnel suspect a situation in link with possession, use or transaction of a psychoactive substance, they will complete the Observation Grid for Concerning Behaviour (See Appendix A) and reach out to administration or selected teams (members of the special education committee that will enforce the procedure).
- When an incident in link with possession, use or transaction of psychoactive substances is being reported. The selected team will:
  - 1) Meet with the student and seize the substance (in case of possession).
  - 2) Inform the administrators.
  - 3) Inform the parents or legal guardians.
  - 4) Follow the steps of the decision chart (see Appendix B).
- Professional support within the school personnel **should always be offered** to the student whom is suspected of or who is linked with possession, being under the influence or participating in a transaction of psychoactive substances.
- In the case of any suspensions, students should meet with the designated school personnel upon their return. (See Appendix B)
- Kativik Iisarniliriniq will work in collaboration with the Nunavik Police Services in cases of the illegal sale of psychoactive substances or when substances are seized.



- Kativik Ilisarniliriniq will actively seek the collaboration of the parents or legal guardians in case of situations linked with serious suspensions or with events related to the possession, use or transactions of psychoactive substance.
- According to the Youth Protection Law, Kativik Ilisarniliriniq will make a report to the Department of Youth Protection (DYP) / Nunavimmi Ilagiit Papatauvinga (NIP) when the security and/or development of a child is deemed compromised.

In accordance with SO 01 directive

## 8. RESTORATIVE PRACTICES AND ALTERNATIVES TO SUSPENSION

### 8.1

It is recommended that restorative practices be given priority when developing an intervention procedure. Expected behaviours and possible consequences should be known and clearly articulated to all stakeholders (administration, staff, parents and students). Restorative practices for failure to meet stated expectations attempt to avoid suspension by providing a firm and fair process. In fact, the use of external suspension has been questioned as an educational measure. Some authors associate it with a greater risk of dropping out or getting into trouble with the law. Thus, the effectiveness of zero tolerance policies is questioned and experts favour those aimed at maintaining communication. Suggested alternatives include developing expected behavior agreements "that include simple steps that students can take or conducting solution-focused or motivational interviews to identify plans for resolving difficulties or dealing with challenges" (Joint Consortium for School Health, 2010). (From Démarche de rédaction ou de révision d'un document-cadre en matière de substances psychoactives, gouvernement du Québec 2019. Free translation).

Restorative practices should aim at "re-orientating toward participatory decision-making, focusing on building relationships and reconceptualizing discipline to address and repair (rather than punish) the harm caused [...] Broadly, restorative practices in schools have traditionally entailed a reorientation of relations among students, between students and adults, and among adults. Harm between community members is prevented and addressed through emphasizing interconnectedness, relationships, inclusion, dialogue and repair. As applied in schools, it can involve multiple elements and processes: regular community-building circles to establish trust and collective bonds; reactive circle"<sup>5</sup>.

<sup>5</sup> <https://doi.org/10.1016/j.copsyc.2020.02.011>





Examples of restorative practices could include the participation in any cultural activity with the goal of giving back to the community, support school personnel in their tasks, assist and support professionals in prevention workshops for younger students, speak with an elder, meet with a role model in the community, etc. It is also important to bring awareness of the negative consequences linked with restricting access to extracurricular activities (e.g. Nurrat) as a consequence. We want to keep in mind that we should promote prosocial, positive and healthy life style. .

## **9. INTERNAL AND EXTERNAL SEARCH AND SUSPENSION**

9.1 (From problèmes de consommation et bonnes pratiques scolaires. Guide à l'intention des écoles secondaires de la Montérégie. 2015, p. 131. Free translation)

Searching is a very intrusive intervention that can cause harm to the student and break the bond of trust with school personnel. Caution should be exercised. Searches should be applied primarily to situations involving the sale or possession of psychoactive substances.

It should be made clear under what circumstances internal or external suspension is used. Internal suspension should be greatly favoured over external suspension, which should be used only very rarely and as a last resort. Regarding suspension, the length and nature of the suspension (internal or external) should be discussed.

External suspension is a measure of last resort and is not very educational if the necessary supervision is not available (e.g. parents who work outside the home). .

## **10. PROCEDURE IN CASE OF A SEARCH**

- 10.1
- Powers and duties of school stakeholders:
  - School personnel are responsible for providing a safe environment for students and for maintaining order and discipline in the educational institution.
  - Parents therefore expect school personnel to respond or seek assistance if the safety or well-being of children in their care is threatened.
  - Searching a student and his/her personal belongings:
  - In order to conduct a search, the school or youth centre administration must give prior authorization. They may search a student and seize legal or illegal substances and prohibited items. However, certain conditions must be met to ensure that a search is conducted in a respectful and minimally intrusive manner.



- The search of a locker:  
In order to search a locker, workers must receive prior authorization from the school or youth centre administration. The educational institution informs the students and their parents in advance that the lockers are its property and that they may be opened at any time. The person conducting the search must be accompanied by another member of staff or the administration in the presence of the student.  
In case of a documented incident, we can search lockers and ask the student to empty pockets, empty backpack and remove shoes. **No physical touch or body search is allowed.**
- What to do with seized property:  
All items, substances or psychotropic drugs confiscated by school authorities must be placed in the envelope provided (Appendix E Drug seizure envelope) in the presence of a witness and the student. The envelope must be sealed immediately and placed in the designated area. Seized items should be handled as little as possible.  
Items that are seized should be place in a locked and secure place and should be under the supervision of the principal or administrator. Nunavik Police Services should be contacted immediately and they will retrieve the seized items within the next 12 hours.

## 11. NUNAVIK POLICE SERVICES

- 11.1 Some settings will want to include in this reflection the fact that fines can be given to youth in possession of cannabis or other drugs. For a young person, this can become an additional risk factor that can contribute to marginalization or stigmatization. As much as possible, the importance of properly assessing situations on a case-by-case basis, with a caring approach, should be emphasized to avoid the possible adverse effects of an inadequate intervention. (from problèmes de consommation et bonnes pratiques scolaires. Guide à l'intention des écoles secondaires de la Montérégie. 2015, p. 50. Free translation)
- Nunavik Polices Services are sensitive to this reality and should work in collaboration with schools. .

## 12. THE DEPARTMENT OF YOUTH PROTECTION (DYP) / NUNAVIMMI ILAGIIT PAPATAUVINGA (NIP)

- 12.1 Professionals working with children, such as teachers and school staff **MUST**, in the performance of their duties, **report situations of youth** if they have reason to believe that his/her security or development **is in danger**.



Some issues, **before being reported to the DYP, MUST be worked on by front-line services** (Social Services, community workers, family services, school counselor, etc). The DYP is a service of **last resort** that should not be confused with the wish to meet all the assistance needs of the child or the family. As long as the situation improves, that the measures taken by the parents are sufficient enough to protect the child, reporting is **not necessary**. The fact that the youth and the parents are involved and receiving services from a professional is a protective factor.

However, if the situation deteriorates and the parent is unable or unwilling to put an end to it, or if the child shows signs of vulnerability and refuses the help offered, or if support is lacking in the environment, reporting becomes all the more important.

If in doubt, contact the DYP for an info-consultation and discuss the situation with a worker. **This service is available at all times** and you can discuss the situation anonymously to find out whether you should report it or what other preliminary interventions might be considered. DYP workers can also advise and guide you in certain interventions.

### 13. TOOLS TO SUPPORT DECISION

- Appendix A Summary of Key Steps
- Appendix B Observation Grid for Concerning Behaviour
- Appendix C Decision Chart
- Appendix D Contract to Not Use or Possess Drugs or Alcohol at School
- Appendix E Commitment Contract for the Intervention Plan
- Appendix F Drug Seizure Envelope
- Appendix G Severe Intoxication: Signs to Lookout For
- Appendix H DEP-ADO
- Appendix I Toolbox



## **APPENDIX A SUMMARY OF KEY STEPS**

It is essential to highlight the potential negative consequences if there are too many different actors involved when intervening with a student. We strongly recommend to avoid a multiplication of intervention and to identify the designated professionals who will apply the procedure. There should also be a clear distinction between the professional who will lead the consequences section (authority) and those who will offer support and services to the student (clinical).

Immediate consequence:

- 1) The student is asked to go to the behaviour tech room/agora or office with a behaviour technician, while administration is informed of the situation and a designated professional assess the measures to be taken. (see Appendix B & C)
- 2) Parents, legal guardians are informed or steps were made to try to inform them. (see Appendix B & C)
- 3) Safety of the student is assessed and if required, student is brought to the nursing station or hospital. (see Appendix G Estimation of level of intoxication)
- 4) Evaluation if student can remain in school or not (restorative measures or in school suspension). (see Appendix C)
- 5) If a student is suspended for the day, a parent or legal guardian needs to come to school, meet briefly with the designated personnel and discuss ways to ensure safety and security of a student who is under the influence. Plan for reintegration to class the next day will be presented to student and parent/legal guardian. (see Appendix D & E)
- 6) When the student returns, they will attend 2 meetings with a designated professional who will assess the situation, administer the Dep-ado (secondary students only) (see Appendix H) and deliver the required services (see intervention guide in the toolbox Appendix I). If a need for additional services is required, the proper referral will be made.
- 7) In case there is a need for specialized services, the designated personnel will contact the local CLSC services for guidance and explore the possibility of a referral to an addictions counselor, Walgwan virtual or in-house programming and/or Portage for Youth, etc. (see Appendix B)
- 8) In case of a substance being seized, the principal or school administrators will immediately contact the Nunavik Police Services and secure and lock the substance in their office. (see Appendix F)



INCIDENT - USING	
INCIDENT	MEASURE
First	Restorative practices and alternatives to the suspension. Ensure safety and when possible, discuss the event with the student.
Second	1-day internal suspension. Ensure safety and when possible, reflection activities and resources.
Repeat Incidents	Consult your local CLSC to determine next steps, Dep-ado.
INCIDENT POSSESSION, NOTIFY THE POLICE AND:	
First	Restorative practices and alternatives to the suspension. Ensure safety and when possible, discuss the event with the student.
Second	Call the police and 1-day internal suspension. Ensure safety and when possible, reflection activities and resources.
Repeat Incidents	Call the police and consult your local CLSC to determine next steps, Dep-ado.
INCIDENT-SELLING, NOTIFY THE POLICE AND:	
First	Restorative practices and alternatives to the suspension. Ensure safety and when possible, verbal discussion on events.
Second	Call the police and 1-day internal suspension. Ensure safety and when possible, reflection activities and resources.
Repeat Incidents	Call the police and consult with the Education Committee and school regarding rules for expulsion.

### SEARCH AND INTERNAL / EXTERNAL SUSPENSION

Searching is a very intrusive intervention that can cause harm to the student and break the bond of trust with school personnel. Caution should be exercised. Searches should be applied primarily to situations involving the sale or possession of psychoactive substances.

#### **Suspension**

It should be made clear under what circumstances internal or external suspension is used. Internal suspension should be greatly favoured over external suspension, which should be used only very rarely and as a last resort.

Regarding suspension, the length and nature of the suspension (internal or external) should be discussed.

External suspension is a measure of last resort and is not very educational if the necessary supervision is not available (e.g. parents who work outside the home). *Problèmes de consommation et bonnes pratiques scolaires. Guide à l'intention des écoles secondaires de la Montérégie. 2015, p. 50.*

**APPENDIX B OBSERVATION GRID FOR CONCERNING BEHAVIOUR**

**OBSERVATION GRID FOR CONCERNING BEHAVIOUR**

IDENTIFICATION

Date \_\_\_\_\_

Name of the school \_\_\_\_\_

Time of the incident \_\_\_\_\_

Name of the student(s) involved \_\_\_\_\_

Name of the professional completing the form: \_\_\_\_\_

RECORDED EVENT

Psychoactive Substance

	DOUBT	OBSERVED INCIDENT	Occurrence		
			1 <sup>st</sup>	2 <sup>nd</sup>	more
Possession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sale/transaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In case of substance being seized

Substance/materials confiscated  Yes  No

Type of substance and quantity \_\_\_\_\_

Material, equipment \_\_\_\_\_

Principal or administrator in charge of items that are seized \_\_\_\_\_

Nunavik Police Services contacted  Yes  No



# 1. TYPE OF INTERVENTION REQUIRED

- Immediate intervention (if multiple physical and behavioural observations)
- Preventive intervention (if multiple observations or other behaviours of concern)

Check all indicators present:

PHYSICAL INDICATIONS	BEHAVIOURAL INDICATIONS	PARAPHERNALIA
<input type="checkbox"/> Reddened, glassy eyes, dilated pupils, heavy eyelids <input type="checkbox"/> Unusual odours <input type="checkbox"/> Smell of alcohol <input type="checkbox"/> Smell of burned leaves <input type="checkbox"/> Watery eyes or dry red eyes, applies eyes drops <input type="checkbox"/> Dry and pasty mouth <input type="checkbox"/> Difficulty pronouncing, speaking faster or slower <input type="checkbox"/> Constant sniffing, clenched jaws, teeth grinding <input type="checkbox"/> Pale complexion <input type="checkbox"/> Shifty eyes <input type="checkbox"/> Seems to lack saliva <input type="checkbox"/> Spontaneous appetite <input type="checkbox"/> Unusually distracted, not focused on what they are doing <input type="checkbox"/> Leaves class unusually often to eat or drink <input type="checkbox"/> Unusual inability to make immediate decisions <input type="checkbox"/> Trembling, spasms, or unsteady gait <input type="checkbox"/> Other: (specify)	<input type="checkbox"/> Aggressiveness or impulsiveness unusual or unexplainable action <input type="checkbox"/> Unusual eye contact (fixed or limited to no contact) <input type="checkbox"/> Unusual difficulty with pronunciation <input type="checkbox"/> Uncontrollable laughter <input type="checkbox"/> Unusual agitation <input type="checkbox"/> Confusion (mixed) or strange words <input type="checkbox"/> Unusual fatigue <input type="checkbox"/> Unusual nervous tics <input type="checkbox"/> Lack of coordination, balance <input type="checkbox"/> Distraction, lack of concentration <input type="checkbox"/> Confused thinking <input type="checkbox"/> Poor memory <input type="checkbox"/> Chronic fatigue <input type="checkbox"/> relaxed out of the ordinary <input type="checkbox"/> Disorientation, panic, paranoia <input type="checkbox"/> Withdrawal or isolation <input type="checkbox"/> Little emotion, nonchalant <input type="checkbox"/> Hallucination, paranoid ideas <input type="checkbox"/> Low mood or hungover <input type="checkbox"/> Suicidal thoughts <input type="checkbox"/> Other: (specify)	<input type="checkbox"/> Rolling paper <input type="checkbox"/> Pipe <input type="checkbox"/> Lighter or matches <input type="checkbox"/> Little baggies or envelopes <input type="checkbox"/> Eye drops <input type="checkbox"/> Water bottles or cans with holes and usage marks. <input type="checkbox"/> Grinder <input type="checkbox"/> Torn cardboard pieces <input type="checkbox"/> Drugs in any form <input type="checkbox"/> Vape <input type="checkbox"/> Modified pen <input type="checkbox"/> Hot knife <input type="checkbox"/> Other: (specify)



**OTHER BEHAVIOURS OF CONCERN in Long-term**

- Repeated lateness or absences
- Decrease in school performance
- Unusual loss of interest (school, extracurricular, cultural or sports activities)
- Sloppy or unusual appearance
- Avoidance of adult contact, withdrawn, distrustful
- Unusual difficulties with attention and concentration
- Group of friends who use substances, change of friends
- Isolation
- Mood swings
- Has very negative speech
- Gives the impression of being depressed, sad
- Significant weight gain or loss
- Loss of appetite
- Has a lot of spending money
- Delinquency, vandalism
- Unusual oppositional behaviour
- Violence (any form)
- Repeated nasal congestion
- Difficulties managing emotions, unusual emotional reaction
- Uncontrollable laughter
- Significant change in behaviour
- Significant change in weight
- Other: (specify)





## 2. ADDITIONAL INFORMATION

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DESCRIPTION OF CONCERN OF INCIDENT THAT HAS AROUSED SUSPICION (DETAILS OF THE EVENT, WITNESSES, ETC.)

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REACTION OF THE STUDENT(S) CONCERNED (to events and consequences)

- Denial
- Aggressive
- Become emotional
- Collaborates
- Runs away
- Other

### IN THE CASE OF AN IMMEDIATE RESPONSE - MANAGEMENT ONLY SECTION

Have the parents or legal guardian(s) been informed?  Yes  No  Could not be reached

Who contacted the parents or legal guardian(s):

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Parents' or legal guardian's reaction:

- Denial
  - Aggressive
  - Becomes emotional
  - Collaborates
  - Runs away
  - Other
- 



MANAGEMENT DECISION

Measure(s) taken:  Restorative  Disciplinary  Legal  No measure imposed

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SEARCH IS REQUIRED  Yes  No

POLICE INTERVENTION REQUESTED  Yes  No  
(while students are in class for confidentiality)



3. CLINICAL SUPPORT TO THE STUDENT

PLANNING A MEETING WITH AN INTERVENER

Name of the intervener \_\_\_\_\_

Date of the meeting (short delay) \_\_\_\_\_

FORMAL REFERENCE TO HEALTH CENTRE SERVICES

Yes       No

SPECIFY \_\_\_\_\_

FORMAL REFERRAL TO COMMUNITY RESOURCES IN THE REGION

Yes       No

SPECIFY \_\_\_\_\_

OTHER INTERVENTIONS REQUIRED

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

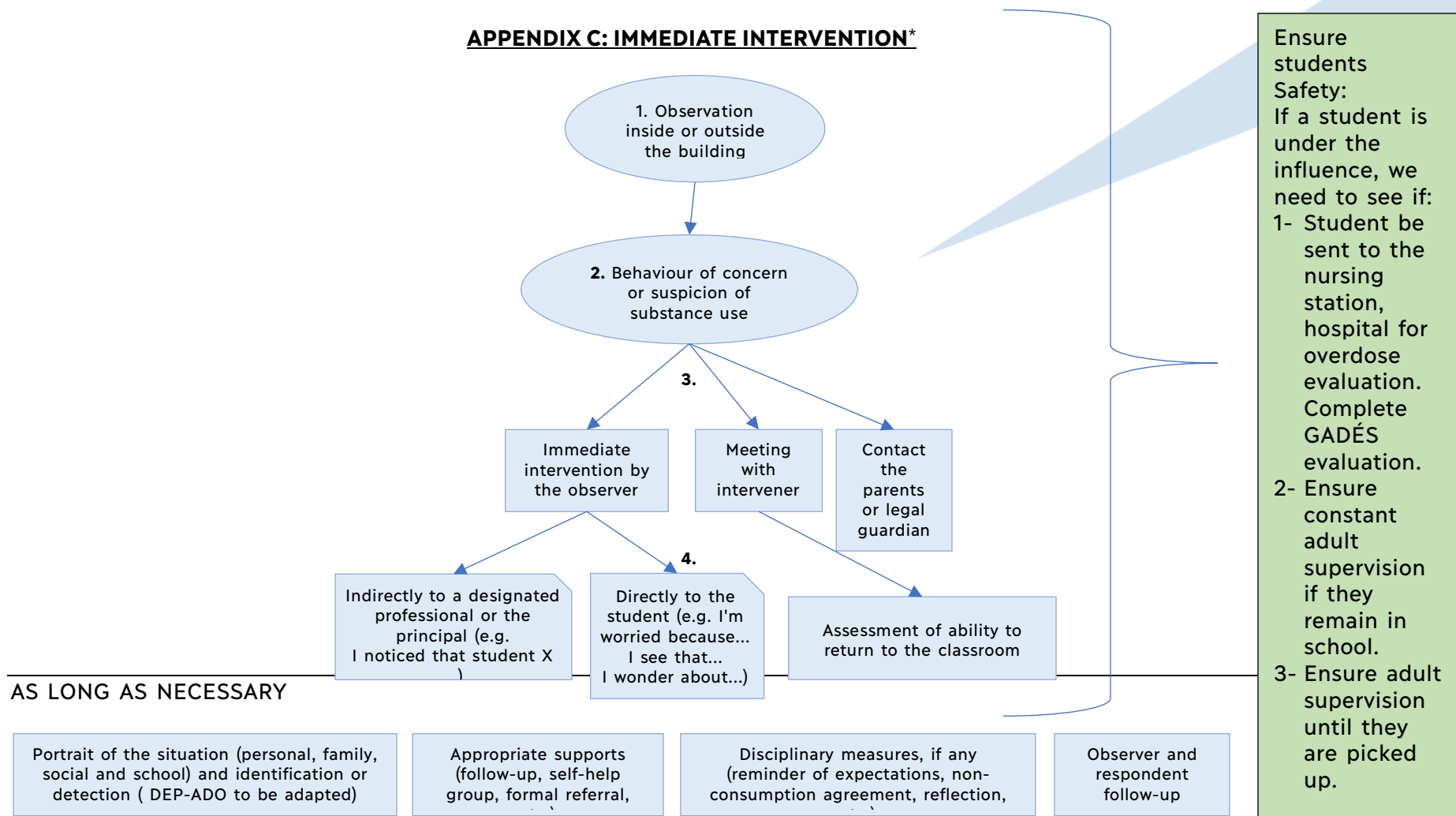
Note: Attach the original of this grid to the student's file.

Source:

Observations Grid adapted from several sources: Le Sommet High School,  
Commission scolaire des Premières-Seigneuries, Eastern Shores School Board.

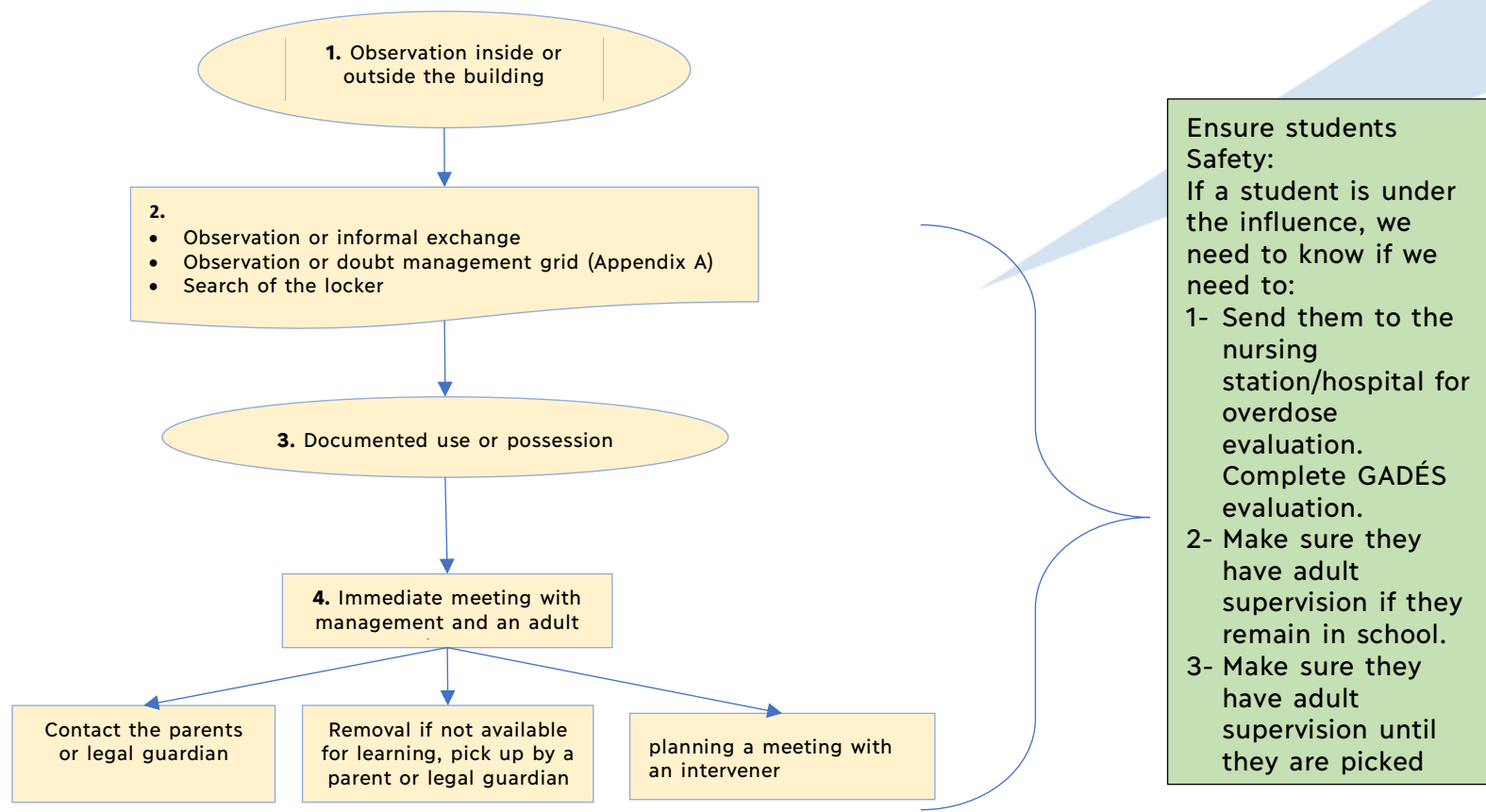


## APPENDIX C: IMMEDIATE INTERVENTION\*

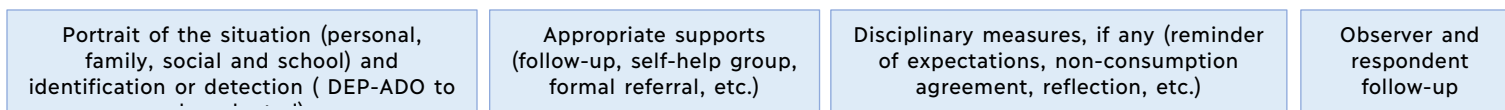


*Vers une amélioration de l'expérience des jeunes en milieu scolaire dans leur cheminement à travers le continuum de programmes et services en dépendance sur le territoire du CIUSSS du Centre-Sud-de-l'Île-de-Montréal, 2019.*

\*Management reserves the right to modify the sequence of intervention and intensity of support as the situation warrants.



As long as necessary



*Vers une amélioration de l'expérience des jeunes en milieu scolaire dans leur cheminement à travers le continuum de programmes et services en dépendance sur le territoire du CIUSSS du Centre-Sud-de-l'Île-de-Montréal, 2019.*

\*Management reserves the right to modify the sequence of intervention and intensity of support as the situation warrants.

**APPENDIX D: STUDENT CONTRACT FOLLOWING INCIDENT**

CONTRACT NOT TO USE OR POSSESS DRUGS OR ALCOHOL AT SCHOOL

Name of student \_\_\_\_\_

Grade of student \_\_\_\_\_

Intervener \_\_\_\_\_

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

**I agree not to use or come to school under the influence of alcohol or drugs.  
I agree to take the necessary steps to do so.**

Signatures

Student \_\_\_\_\_

Guardian(s) \_\_\_\_\_

Teacher(s) \_\_\_\_\_

Behaviour Technician \_\_\_\_\_

Principal: \_\_\_\_\_

Other School Personnel \_\_\_\_\_



**APPENDIX E: COMMITMENT CONTRACT TO THE INTERVENTION PLAN**

COMMITMENT CONTRACT TO THE INTERVENTION PLAN

Student \_\_\_\_\_

Parent or Legal Guardian \_\_\_\_\_

Home Address \_\_\_\_\_

Date of the First Appointment \_\_\_\_\_

Date of the Second Appointment \_\_\_\_\_

**STUDENT'S COMMITMENT**

1. I will be present at 2 meetings.
2. I will always use respectful language.
3. I will attend meetings without having used any psychoactive substances.

I have read the above rules and agree to abide by them.

**Signatures**

Student \_\_\_\_\_

Parent or Legal Guardian \_\_\_\_\_

Teacher \_\_\_\_\_

Behaviour Technician \_\_\_\_\_

Principal \_\_\_\_\_

The student must return the visit ticket to the disciplinary supervisor after each of his/her meetings with designated professionals.



## **APPENDIX F DRUG SEIZURE ENVELOPE**

(From Problèmes de consommation et bonnes pratiques scolaires. Guide à l'intention des écoles secondaires de la Montérégie. 2015, p. 168. Free translation)

### **DRUG SEIZURE ENVELOPE**

Name of the Student:	
Date of Birth:	
Date, Time and location of the seizure:	
Name of the staff member who completed the seizure:	
Title Position:	
Phone Number:	
Witnesses Name of the seizure:	
Details of substances seized:	

### **IMPORTANT**

Seal the envelope, initials from the two (2) parties must be written on the seal line. Place the envelope in a locked and secure location until the police arrive. Staple the event report to the envelope signed by the parties who made the seizure.





## APPENDIX G: SEVERE INTOXICATION: SIGNS TO LOOKOUT FOR

Full Name of the student : \_\_\_\_\_ Date: \_\_\_\_\_ Hours of the evaluation: \_\_\_\_\_  
 SEVERE INTOXICATION: SIGNS TO LOOKOUT

### 1. BRIEF CHECK OF SIGNS AND SYMPTOMS

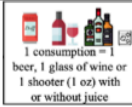
STATE OF CONSCIOUSNESS			
LEVEL OR RISK	Eyes	Motor response*	Verbal response
Low risk Youth can remain in school with adult supervision	Open spontaneously or on verbal request	On verbal request, the person performs the requested movement	The person answers questions clearly enough
Need to be transferred to Nursing station or hospital	On verbal command, do not open	On verbal command, no reaction	No answer

\* Ask the person to tap their thighs alternately with the outside and inside of their hands.

### ASSOCIATED MEDICAL CONDITIONS

If any of the following medical conditions are present (checked yes) refer to nursing station or hospital			
		YES	NO
1	Do you currently suffer from severe abdominal pain?		
2	Do you currently have a lot of blood in your stools or black stools?		
3	Are you currently experiencing significant chest pain?		
4	Do you currently have difficulty breathing?		
5	Have you suffered a head injury in the past week? ((check for visible injuries to the skull, face or scalp)		
6	Are you currently experiencing a very severe and UNUSUAL headache? If so, for how long? Hours Days Weeks		

### 2. Products used in the last 3 hours

Substance	Quantity
alcohol	 Standard drinks
<b>Benzodiazepine</b> (Ativan, Dalmane, Librium, Halcion, Rivotril, Valium, Xanax, Restoril, Serax )	
<b>Opioids</b> (Oxycontin, Codeine, Smack Dilaudid, Heroin, Methadone, Morphine)	
If large quantities taken in last 3 hours, refer to hospital or nursing station. Alcohol it would be 5 drinks and more, Benzodiazepine consult a health care provider, Opioids consult a health care provider	

Signature and name of the worker/professional:

DOU-dégr-détox-urgen-2014-01-15



## APPENDIX H: DEP-ADO

### DEP-ADO SCREENING SCALE OF ALCOHOL AND DRUG MISUSE IN ADOLESCENTS Culturally adapted version May 2019



Date:            
Year Month Day

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Age:   Sex:  Girl  Boy

What is your current level of schooling?

- Secondary I
- Secondary II
- Secondary III
- Secondary IV
- Secondary V
- Other level – Specify: \_\_\_\_\_

1. In the last <b>12 months</b> , have you used one or more of these substances and if so, how often? (Please darken only one answer per substance)	Never	Rarely	Approx. once a month	Weekends or once or twice during the week	3 times or more a week (but not everyday)	Everyday	Reserved for use of interviewer			
							Factor 1= alcohol, cannabis	Factor 2= Other drugs	Factor 3= consequences	
<b>Alcohol</b> (ex.: beer, wine, alcoholic energy drinks, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Cannabis</b> (ex.: marijuana, pot, haschish, oil, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Cocaine</b> (ex.: coke, snow, crack, freebase, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Glue/Solvent</b> (ex.: gaz, naphta, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Hallucinogens</b> (ex.: LSD, PCP, ecstasy, mushrooms, blotter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Opiates, specify:</b> O Non-prescribed opiates O Heroin O Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Amphetamines/Speed</b> (ex.: upper, peanuts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Other, specify:</b> O GHB O Others O Others non-prescribed drugs (ex.: ritalin, halcion, valium, ativan, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>2. a) In your lifetime, have you ever used one of the substances on a regular basis (once/week for at least a month)?</b>							<input type="radio"/> Yes <span style="color: red;">➔</span> Go to 2b			
<b>b) At what age did you start using on a regular basis?</b> (once/week for at least a month)							<input type="radio"/> No <span style="color: red;">➔</span> Go to 3 ... alcohol ? _____ years			
							... drugs ? _____ years			
<b>3. In your lifetime, have you ever used needles for drugs?</b>							Yes No <input type="radio"/> <input type="radio"/>			
<b>If at question 1, you have not consumed any of the mentioned substances <span style="color: red;">➔</span> Go to question 7</b>										
<b>4. Have you used alcohol or other drugs in the last 30 days?</b>							Yes No <input type="radio"/> <input type="radio"/>			





## **APPENDIX I: TOOLBOX**

### **16 TOOLS**

Each activity will be clearly described and is accompanied by a user guide that indicates:

- When to use this tool
- Its objectives
- How to use this tool
- And if necessary, information to keep in mind when using this tool.

Section of the toolbox:

1. Evaluation of the gravity of substance use
  - DEP-ADO
  - Self-Observation Grids
2. Motivation tools
  - Stage of motivation
  - Motivation scale
  - Confidence scale
  - The benefits and harms of my substance use
3. Tools to help understand substance use
  - My triggers for substance use
  - Cycle of addiction
  - The functions that substance use fulfills in my life
4. Tools to change
  - Adolescent coping scale
  - Alternatives of substance use
  - Social support network
  - Dealing with peer pressure
5. Tools for parents

