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**TITLE: POLICY ON SUBSTANCE USE AND PROBLEMATIC INTERNET USE PREVENTION**

ENFORCEMENT DATE	REQUIRED AUTHORIZATION	RESPONSIBLE OF FOLLOW-UP
June 30, 2022	General Administration	Direction of Educational Services

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## Section A - Introduction

### 1. Preamble

The update of the present policy of the Centre de services scolaire du Littoral is part of a national project for the prevention of addictions and risky substance use among high school students (12-17 years old) involving community organizations specialized in addictions, public health and social services institutions (Healthy School approach, Addiction Services Program) and schools. The process is supported by the Association québécoise des centres d'intervention en dépendance (AQCID), which is in charge of training field workers. This update, also based on the document *Démarche de rédaction ou de révision d'un document-cadre en matière de substances psychoactives* of the Ministère de la Santé et des Services sociaux, is part of a partnership between the CISSS de la Côte-Nord and the various school service centers covering the entire territory of the North Shore.

Given the vast territory of the Centre de services scolaire du Littoral and the particularities and resources of each community, the committee normally formed within each high school to implement such a policy was taken over by Educational Services, and data was collected in order to obtain a portrait of each milieu before holding consultations with the various actors involved (Appendix G).

Data collection from the staff of each school in the service center highlighted some facts and perceptions related to the use of drugs by high school students:

- The majority of schools do not have a document that provides a framework for prevention and intervention for students with problematic use of substances or Internet;
- The majority of schools are not familiar with the harm reduction approach to addiction prevention and intervention, nor with the addiction service trajectory;
- Several students throughout the territory have problematic alcohol use characterized by the consumption of more than 4 alcoholic beverages during the same event;
- The majority of schools reported averages above the regional average for traditional cigarette use;
- The majority of schools reported that students use cannabis, sometimes in higher proportions than the national average for Cycle 1 high school students;
- Some schools have reported that up to 11% of their students use drugs other than cannabis, tobacco and alcohol, i.e. drugs such as cocaine or ecstasy;
- The majority of schools reported a significant number of daily hours spent in front of screens (Internet, social networks, video games) on a typical weekday (4 to 6+ hours per day).

Thus, the need to put in place a prevention approach and a standard intervention protocol that responds to the needs and particularities of each environment is more than relevant. The purpose of this policy is to establish a common intervention philosophy and vocabulary throughout the territory in order to help school teams analyze the situations they encounter in an optimal manner and with respect for the rights of students and the laws in effect.

## 2. Objectives

### 2.1. General Objective

- Create a healthy environment with clear standards and expectations that are known, recognized and enforced by all those who work with students.

### 2.2. Specific Objectives

- Promote the preservation or development of healthy lifestyles, including holding students accountable for their attitudes and behaviours regarding substance use and problematic Internet use.
- To help students at risk of experiencing consequences or presenting a problem related to the use of psychoactive substances or problematic use of the Internet to deal with their difficulties in a constructive manner by offering the appropriate service (detection, early intervention, specialized evaluation, treatment, etc.) according to the service trajectory established with the representative of the Addiction Services Program of the CISSS de la Côte-Nord.
- Provide all staff with the guidance and tools necessary to positively prevent substance use problems and problematic Internet use.

## 3. Guiding Principles

The following principles underlie the intervention protocol and the prevention and promotion measures implemented in schools in relation to substance use and problematic Internet use.

### 3.1. First Principle

- Substance use is part of teenagers' experimentation. It is often exploratory, occasional, and temporary, and this applies to all substances.
- While substance use may be considered a normal exploration in adolescence, it is the responsibility of the school and other adults surrounding the students to inform and equip them to make informed choices to minimize the consequences.

### 3.2. Second Principle

- The school has a role to play in developing healthy attitudes and behaviours, including making informed choices about substance use and problematic Internet use.
- While everyone has a role to play (school, parents, family, community), the school remains a privileged place to help youth develop the skills necessary to make informed choices by helping them develop their knowledge and by providing them with objective, complete and relevant information according to their age and developmental level, without judgment.

### 3.3. Third Principle

- The student, when given confidence and acceptance, is inclined to become more responsible and capable of dealing with the problems they face, and to take charge of their development in a positive way.

- This climate of trust and caring underpins all of the orientations of Educational Services and should be part of every school's educational project as building trust and being empathetic and non-judgmental (accepting students regardless of their behaviors) allow for the development of positive relationships beyond the academic. These relationships are what allow students to fully develop within their school environment.
- While these positive relationships are the basis for prevention and promotion of healthy lifestyles, they are not always sufficient and specific activities or workshops to develop the skills of youth are needed. In addition, some students may need more support than others; therefore, any intervention should be tailored to the needs of each student.

### **3.4. Fourth Principle**

- Substances are ubiquitous in society. It is therefore more realistic to aim at delaying the first use and intervening early with users. Thus, the Centre de services scolaire du Littoral and the CISSS de la Côte-Nord focus on early intervention and harm reduction in order to prevent a worsening of the use and of its consequences.
- According to data collected from all schools in the school service centre, psychoactive substances are ubiquitous in our communities for a wide variety of substances (e.g., alcohol, tobacco, vaping, cannabis, cocaine, ecstasy, and prescription drugs).
- Contexts of use vary from community to community, but situations of use are reported in school, home, and social settings such as parties and tournaments.

### **3.5. Fifth Principle**

- The use of rules is part of a willingness to help students by holding them accountable. It is necessary to avoid automatism (use-suspension) by being attentive, by showing discernment and by trying to evaluate the required measures on a case-by-case basis.
- Any intervention should therefore be carried out with the aim of helping students, that is, equipping them to make choices that are appropriate for them and to avoid, or at least limit, the negative consequences of these choices. Helping them also means accepting them without judging them and directing them to the appropriate support resources. The approach must therefore be more restorative than punitive.
- From this perspective, automatic consequences such as suspensions are not necessary and may even have a negative effect on substance use, including further isolating the youth and failing to provide the necessary support. Indeed, external suspensions are associated with a higher risk of dropping out and getting into trouble with the law. There are, however, specific situations, such as possession with intent to distribute, that require more severe action as they are criminal offences.

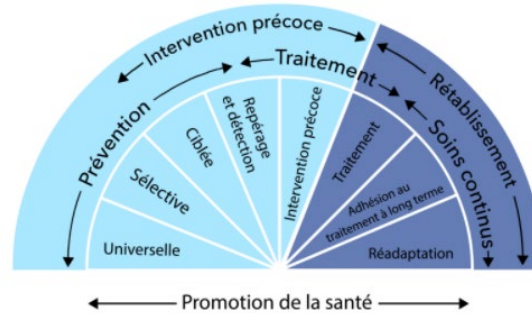
## **4. Glossary**

### **4.1. Healthy Schools**

- A comprehensive and concerted approach that invites actors to act simultaneously on several key factors of health, well-being and educational success;
- Rely on the school structure to integrate actions carried out with young people and their living environments.

## 4.2. Health Promotion

- Targets all youth to increase individual and collective well-being by targeting protective factors.



## 4.3. Universal Prevention

- Targets a range of youth regardless of their substance or Internet use habits and risk of developing a problem;
- Also aims to mitigate risk factors and develop protective factors related to addiction, positive mental health and sexuality education.

## 4.4. Selective Prevention

- Targets young people or so-called at-risk groups who are more likely to experience a problematic situation related to psychoactive substances or Internet use because of the presence of certain risk factors (biological, psychological, social).

## 4.5. Targeted Prevention

- Targets subgroups of youth beginning to use substances, as well as youth who are showing early signs of substance or Internet use problems but do not meet diagnostic criteria for addiction.

## 4.6. Identification

- Allows the identification of individuals who are more at risk of experiencing harmful consequences related to their substance or Internet use.

## 4.7. Detection

- Allows for the identification of the level of risk associated with a person's substance use or Internet habits using standardized, validated and recognized questionnaires (e.g.: DEP-ADO).

## 4.8. Early Intervention

- A set of measures taken with a group of individuals who engage in risky substance or Internet use behaviours in order to prevent or mitigate the associated consequences.

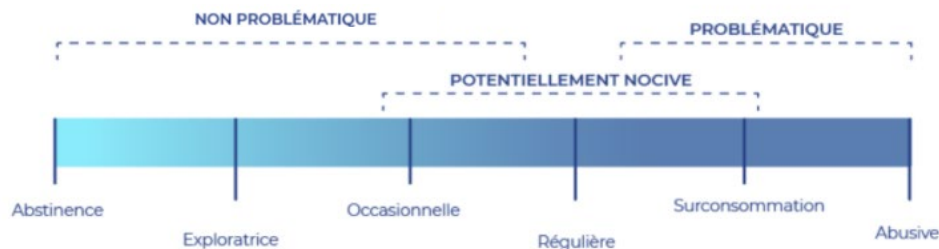
#### 4.9. Harm Reduction

- An approach to reducing the negative consequences associated with substance use, including school absences, usage on school property or attendance in class while under the influence;
- An approach to delaying first use by developing personal and social skills and increasing protective factors starting in late elementary school;
- Also aims to slow down the evolution of the problem by avoiding the regular or abusive use of psychoactive substances;
- Helps to better manage substance use when the youth is not considering quitting;
- Use of disciplinary measures in a supportive, not punitive, manner.

#### 4.10. Psychoactive Substances

- Substances divided into three categories:
  - Stimulants that cause excitement and agitation (e.g. nicotine, amphetamines, cocaine);
  - Depressants that slow down the central nervous system and body function (e.g., alcohol, GHB, benzodiazepines, painkillers);
  - Disruptors that cause disorientation and altered senses and perceptions (e.g., cannabis, hallucinogens, ketamine, solvents).

#### 4.11. Continuum of Substance Use



#### 4.12. Problematic Internet Use

- Uncontrollable need to use technology (Internet, game consoles) and social media that leads to distress and psychological, social, or professional problems.



## Section B - Roles and Responsibilities

### 5. Centre de services scolaire du Littoral and Educational Services

- The School Service Centre adopts and promotes this policy.
- The School Service Centre and Educational Services ensure the implementation, monitoring and evaluation of this policy.

### 6. Educational Services Professionals Assigned to Addiction Prevention

- Professionals deliver the Dévelop'Action prevention program workshops in their respective schools.
- Professionals participate in the identification, detection and referral of students likely to present a problem related to the use of psychoactive substances or problematic use of the Internet to the Addiction Services Program using the established referral mechanism (Appendices C and D).
- Professionals accompany school teams in the implementation of prevention activities and the promotion of healthy lifestyle habits.
- Professionals collaborate with the CISSS de la Côte-Nord to implement preventive measures in schools, offer information workshops to parents and intervene effectively.
- Professionals keep up-to-date with best practices in prevention and promotion by participating in communities of practice and other training and professional development opportunities offered by the CISSS de la Côte-Nord and their associated partners.
- Professionals participate in the revision of this policy based on feedback, changing community needs and evolving knowledge.

### 7. School Principal

- The principal is aware of this policy and sees to its application within the school.
- The principal shall ensure that school personnel, parents and students are aware of this policy by disseminating it through various means (e.g.: Governing Board, sending to parents at the beginning of the year).
- The principal collaborates with Educational Services professionals to update the intervention protocol (Appendix A) established in this policy.
- The principal participates in the organization of prevention activities and workshops of the Dévelop'Action program by giving professionals the necessary resources (e.g.: time, human resources).
- The principal refers students for whom there is a suspicion or concern related to substance use or problematic Internet use using the mechanism established by Educational Services (request for complementary services).

### 8. Teachers and Other Staff Members (e.g.: secretaries, janitors, technicians)

- School personnel are aware of this policy and cooperate in its dissemination.

- School personnel pay attention to student behaviours of concern (Appendix B) and report any doubts or concerns related to student substance use or problematic Internet use to the principal.
- School personnel intervene directly or indirectly with students for whom they have concerns about substance use or problematic Internet use according to their comfort level (Appendix A).
- School personnel collaborate with Educational Services professionals in the implementation of the Dévelop'Action program workshops (preparation, facilitation, application of reinvestment measures) and during any other prevention or promotion activity offered in their school by Educational Services or the CISSS de la Côte-Nord.

## 9. Parents

- Parents read this policy.
- Parents read the Parent Information handouts given to students by Educational Services professionals during the presentation of a Dévelop'Action workshop.
- Parents collaborate with the school team, Educational Services professionals and/or CISSS de la Côte-Nord workers when an intervention is carried out with their child.

## 10. Students

- Students read this policy.
- Students actively participate in the presentation of the Dévelop'Action program workshops and collaborate on prevention and promotion initiatives in their school.
- Students consult the professional assigned to their school, or refer their friends, when they have questions or concerns related to substance use or problematic Internet use.

## 11. Community Partners

### 11.1. CISSS de la Côte-Nord (Program-Services Public Health, Addiction, and Youth)

- The various programs support the School Service Centre in the implementation of promotion and prevention activities.
- The Addiction Services Program provides services to students referred by Educational Services professionals.
- The various program stakeholders are aware of this policy and cooperate in its implementation and revision at the request of the Educational Services professionals.

### 11.2. Sûreté du Québec (school/community police officer)

- Police officers are aware of this policy and cooperate in its implementation and review as requested by Education Services professionals.
- Police officers collaborate with the School Service Centre in the implementation of promotion and prevention activities.
- Police officers respond at the request of the principal when a search and/or seizure is necessary.

## Section C - Intervention Protocol

### 12. Immediate Intervention

#### 12.1. Behaviour of Concern or Suspicion of Being Under the Influence

- Immediate intervention by the observer:
  - Indirectly to the principal (e.g.: I noticed that student X...);
  - Directly to the student (e.g.: I'm worried because..., I'm wondering about...).
- Meeting with the principal to assess the student's ability to return to class (Appendix B).
- Call to the student's parents or guardians.

#### 12.2. Documented Use or Possession

- Removal of the student if they are not available to learn.
- Immediate meeting with the principal and an adult witness:
  - Discussion of reasons for removal (Appendix B);
  - Call to the student's parents or guardians;
  - Report to the Direction of Youth Protection. This report is especially important for remote communities where police intervention may take several days.
  - Verification with an adult witness of the student's personal belongings, if deemed necessary (Appendix E).
    - Only one person should handle the seized substances and objects and place them in a sealed envelope immediately.
    - If the person who seized the substance or objects was not the principal, the person shall immediately return it to the principal or their substitute, if any.
    - The principal or substitute will then place the envelope in a predetermined location that is secured, locked and accessible only to the principal. It is important that only one person handle the seized items for secure storage to allow the police to establish the chain of custody of the substances or items.
    - The principal must then contact the Sûreté du Québec to notify them of the seizure. Police intervention is necessary in cases of possession or sale of substances. This call will allow the police and the principal to determine the procedure to follow.
    - The person who seized or found the substances or objects must then complete the Sûreté du Québec declaration form explaining the circumstances of the seizure. This form will be recovered by the police during their visit, along with the seized substances and objects.
    - Any confiscated substance must be turned over to the police for destruction. When alcohol is involved, the school may dispose of it locally.

- In cases of sale or possession for sale, the principal must notify the School Service Centre.
- Planning of a meeting with a professional.

### **12.3. Intervention During Special or Out of Territory Activities**

- Behaviour of Concern or Suspicion of Being Under the Influence:
  - In the absence of the principal or their substitute, the person in charge of the outing may evaluate the student's ability to participate in the activity using the questionnaire provided (Appendix B) and remove the student if necessary.
  - Parents and the principal must then be notified.
- Documented Use or Possession:
  - In the absence of the principal or their substitute, the person in charge of the outing shall follow the steps outlined in section 12.2. The person shall contact the local police and the Direction of Youth Protection. The person in charge must then notify the principal of the school attended by the youth.
  - Given the need for a witness in the event of a search and that cases of possession and sale may result in the arrest of the youth, thus requiring the presence of a responsible adult at the police station, it is the school's duty to provide for a sufficient number of people to accompany the students during out-of-town activities in order to prevent the group from being left alone in an emergency situation.

## **13. Clarifications on Cannabis and Vaping**

### **13.1. Cannabis Use and Possession in Schools**

- The minimum age for possession of cannabis is 21. It is also strictly forbidden for anyone to possess cannabis in any building or on any property of the Centre de services scolaire du Littoral. This prohibition also applies to school transportation and any outing organized by the School Service Centre.
- This prohibition also applies to medical cannabis, as it is not appropriate for young people under the age of 25 (Collège des médecins, 2018).

### **13.2. Possession of Vaping Equipment**

- It is forbidden for students to carry vaping equipment inside the School Service Centre buildings. They must store it in their locker or in any other place out of sight and out of reach when they do not have a locker.
- If this rule is not respected, any staff member may confiscate the material and return it to the principal. Parents will have to come and get the material at the principal's office.

## 14. Student Services

### 14.1. Portrait of the Situation

- The professional handling the referral establishes a portrait of the situation (personal, family, school and social) and proceeds to identify and detect problems related to substance use or problematic Internet use using recognized tools (DEP-ADO, DÉBA-Internet).

### 14.2. Adapted Support Measures

- These measures can take several forms, depending on the needs and resources available (individual follow-up using the Vire au vert program, support group, formal referral to the Addiction Services program).
- Such measures should always be implemented with the students concerned.

### 14.3. Disciplinary Measures

- Disciplinary measures could be applied if necessary, such as a reminder of expectations, a non-consumption agreement, a suspension, etc.

### 14.4. Observer and Respondent Follow-up

- A follow-up of the steps taken and the services rendered must be made to the person who reported the facts to the principal.

## 15. Sanctions

### 15.1. Behaviour of Concern or Suspicion of Being Under the Influence

<b>First offense</b>
<ol style="list-style-type: none"><li>1. meeting with the principal to assess the possibility of returning to class or not, and</li><li>2. call to parents/guardians to inform them of the situation.</li></ol>
<b>Second offense</b>
<ol style="list-style-type: none"><li>1. meeting with the principal to assess the possibility of returning to class or not, and</li><li>2. meeting with the parents/guardians and the student to discuss the situation and the strategies that can be put in place by the parents/guardians and the student.</li></ol>
<b>Third offense or more</b>
<ol style="list-style-type: none"><li>1. meeting with the principal to assess the possibility of returning to class or not, and</li><li>2. meeting with the parents/guardians and the student to discuss the situation and the means that can be put in place by the parents/guardians and the student;</li><li>3. referral to an Educational Services professional.</li></ol>

## 15.2. Documented Use or Possession

### First offense

1. removal of the student and meeting with the principal and an adult witness to explain the reasons for the removal, and
2. call to parents/guardians to inform them of the situation, and
3. search of the locker and the student (or confiscation of materials in the student's possession) with the presence of an adult witness and police intervention if necessary, and
4. referral to an Educational Services professional, including a referral to the Addiction Services program.

### Second offense

1. removal of the student and meeting with the principal and an adult witness to explain the reasons for the removal, and
2. meeting with the parents/guardians to sign a solution-focused commitment agreement, including expected behaviours with simple steps the student can take, and
3. search of the locker and the student (or confiscation of materials in the student's possession) with the presence of an adult witness and police intervention if necessary, and
4. referral to an Educational Services professional, including a referral to the Addiction Services program if the follow-up is not already in place.

### Third offense

1. removal of the student and meeting with the principal and an adult witness to explain the reasons for the removal, and
2. meeting with the parents/guardians to sign a solution-focused commitment agreement, including expected behaviours with simple steps the student can take, and
3. search of the locker and the student (or confiscation of materials in the student's possession) with the presence of an adult witness and police intervention if necessary, and
4. referral to an Educational Services professional, including a referral to the Addiction Services program if the follow-up is not already in place, and
5. one-day internal suspension.

### Fourth offense or more

1. removal of the student and meeting with the principal and an adult witness to explain the reasons for the removal, and
2. meeting with the parents/guardians to sign a solution-focused commitment agreement, including expected behaviours with simple steps the student can take, and
3. search of the locker and the student (or confiscation of materials in the student's possession) with the presence of an adult witness and police intervention if necessary, and

4. referral to an Educational Services professional, including a referral to the Addiction Services program if the follow-up is not already in place, and
5. one-day internal suspension, and
6. one-day external suspension, with the possibility of extension depending on the number of repeat offenses and the severity of the behaviour. To be determined on a case-by-case basis in a caring and educational approach.

## **16. Police Intervention**

### **16.1. As soon as the principal calls the police, they shall, with the presence of a witness:**

- Explain the decision to the student.
- Monitor the student between now and the arrival of the police to ensure that the student does not dispose of any substances or items related to their use.
- Wait for the police to arrive before initiating any further action or discussion with the student.
- NB: Parents must authorize police intervention when the child is under the age of 12, unless the parents are the subject of the investigation.

### **16.2. Upon arrival of the police officers, the principal shall:**

- Notify the student's parents or guardians.
- Give the confiscated substances to the police along with the declaration form.
- NB: It is up to the police or judicial interveners to decide if there will be a prosecution.

## Appendices

Appendix A – Intervention Protocol Chart

Appendix B – Behaviour of Concern Observation Grid

Appendix C – Service Trajectory

Appendix D – Request for Services – Addiction Services Program

Appendix E – Clarification on Searches

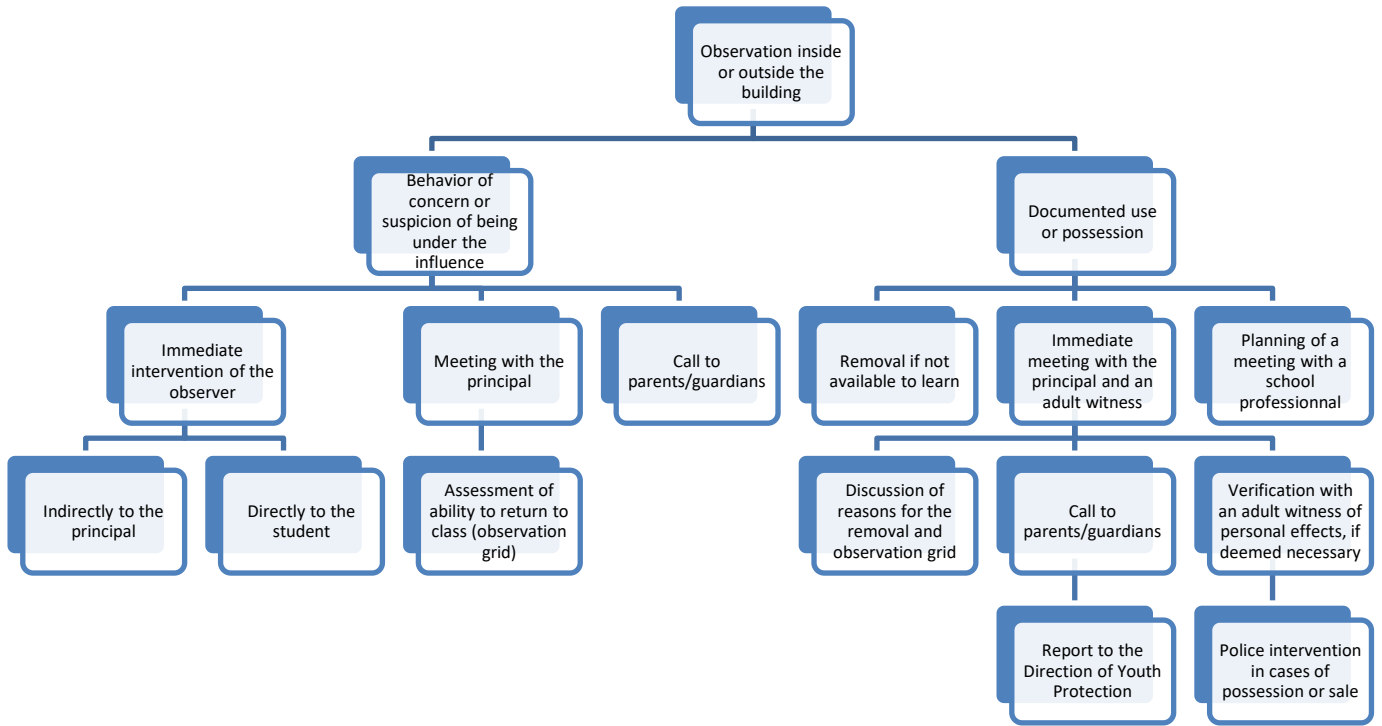
Appendix F – Commitment Agreement

Appendix G – Drafting and Consultation Process



# APPENDIX A – INTERVENTION PROTOCOL CHART

THE SAME DAY



AS LONG AS NECESSARY

- Portrait of the situation and identification or
- Adapted Support Measures
- Disciplinary Measures, if applicable
- Observer and Respondent Follow-up

## APPENDIX B – BEHAVIOUR OF CONCERN OBSERVATION GRID

### OBSERVATIONS

#### Type of Intervention Requested

- Immediate Intervention (if several physical and behavioural observations)
- Preventive Intervention (if several observations of other behaviours of concern)

PHYSICAL OBSERVATIONS	BEHAVIOURAL OBSERVATIONS
<input type="checkbox"/> Reddened, glassy eyes, dilated pupils, heavy eyelids <input type="checkbox"/> Unusual smells <input type="checkbox"/> Dry and pasty mouth <input type="checkbox"/> Difficulty with pronunciation, faster or slower speech <input type="checkbox"/> Constant sniffing, clenched jaw, teeth grinding <input type="checkbox"/> Pale complexion <input type="checkbox"/> Evasive gaze <input type="checkbox"/> Trembling, spasms, or unsteady gait <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Unusual or unexplainable aggression or impulsiveness <input type="checkbox"/> Unusual agitation <input type="checkbox"/> Confusion or strange words <input type="checkbox"/> Slower movements or exaggerated relaxation <input type="checkbox"/> Distraction, lack of concentration <input type="checkbox"/> Disorientation, panic, paranoia <input type="checkbox"/> Withdrawal or isolation <input type="checkbox"/> Other (specify): _____

OTHER BEHAVIOURS OF CONCERN	
<input type="checkbox"/> Repeated lateness or absences <input type="checkbox"/> Decline in academic performance <input type="checkbox"/> Sloppy or unusual appearance <input type="checkbox"/> Avoidance of adult contact, distrust <input type="checkbox"/> Unusual difficulties with attention and concentration <input type="checkbox"/> Group of friends who use drugs <input type="checkbox"/> Unusual loss of interest (school, extracurricular, cultural or sports activities)	<input type="checkbox"/> Mood swings <input type="checkbox"/> Very negative speech <input type="checkbox"/> Seems depressed, sad <input type="checkbox"/> Significant weight gain or loss <input type="checkbox"/> Possession of a lot of spending money <input type="checkbox"/> Misdemeanor, vandalism <input type="checkbox"/> Other (specify): _____

#### Additional Information

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**IN THE CASE OF AN IMMEDIATE INTERVENTION – SECTION RESERVED FOR THE PRINCIPAL**

**Summary of the Situation: details of the event, witnesses, etc.**

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**Reaction of the Student**

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Have the facts been acknowledged by the student involved?  Yes  No

Have the parents been informed?  Yes  No

**Reaction of the Parents**

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**Planning of a meeting with a professional of the Centre de services scolaire du Littoral**

Name of the professional: \_\_\_\_\_ Date: \_\_\_\_\_

**Decision of the Principal**

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**Police Intervention Requested**

Yes  No

Number of the event: \_\_\_\_\_

Form completed by: \_\_\_\_\_

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

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

Title: \_\_\_\_\_

**Other Interventions Required**

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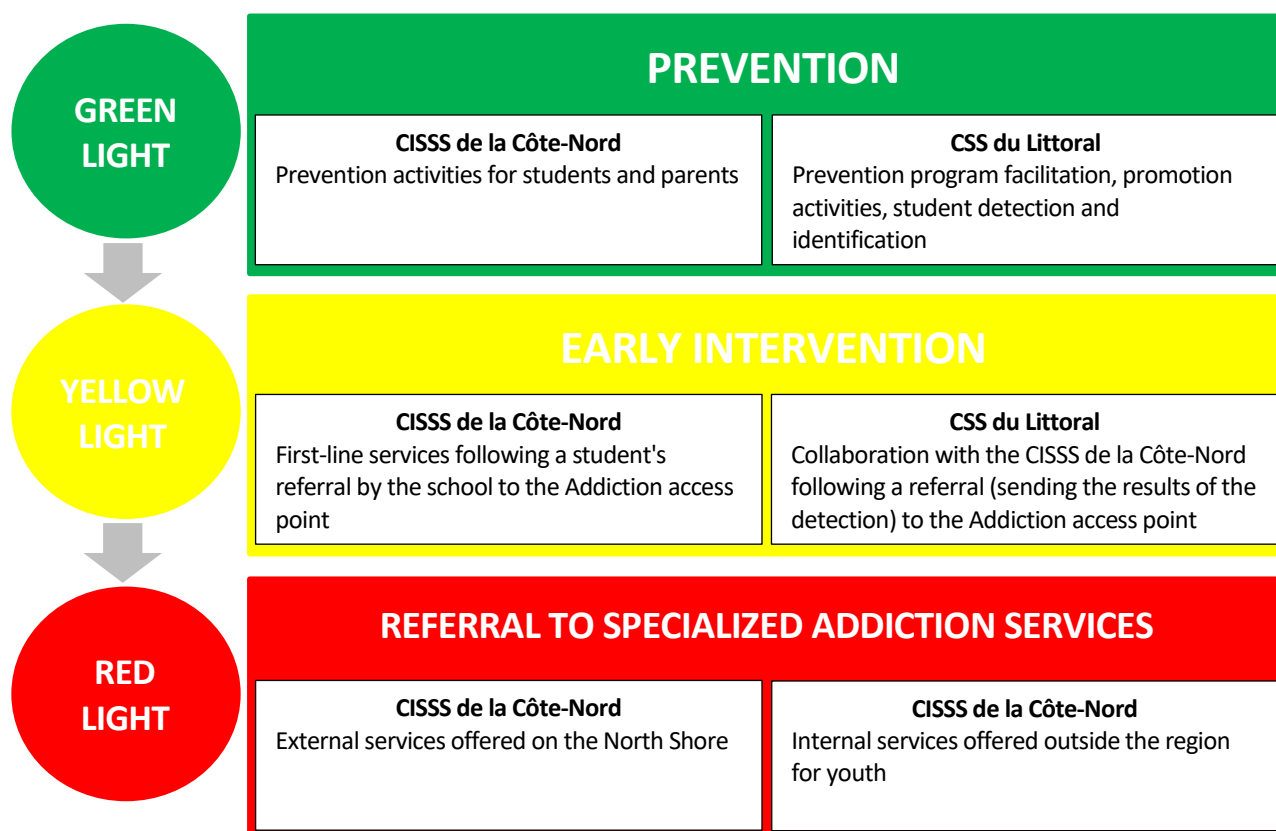
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Note: Attach the original of this grid to the student's file and a stapled copy to the envelope containing the seized substances or objects, if necessary.

## APPENDIX C – SERVICE TRAJECTORY

When a student is referred by the principal, the professionals at the School Service Centre detect and identify problems related to the use of psychoactive substances or problematic use of the Internet using the DEP-ADO or the DÉBA-Internet as the case may be. Depending on the results obtained, the following services will be put in place.



## APPENDIX D – REQUEST FOR SERVICES – ADDICTION SERVICES PROGRAM

The service request form can be found [here](#).

- It is important to always check the AD-HO box at the top of the form, as well as the Addiction-Homelessness (AD-HO) box on the second page.
- The signed form (by the parent or student 14 years or older) must then be sent to the following address: [09.guichet.dependance@ssss.gouv.qc.ca](mailto:09.guichet.dependance@ssss.gouv.qc.ca)
- A copy of the screening questionnaire (DEP-ADO, DÉBA-Internet) completed with the student should also be sent with the application. All students scoring Yellow or Red (or 39 and above) must be referred.

The DEP-ADO can be found [here](#).

The DÉBA-Internet can be found [here](#).

## APPENDIX E – CLARIFICATION REGARDING SEARCHES

### Clarification on the Application of the Rules and Searches

*A search is first and foremost an intervention to acquire information. It is intrusive and requires planning. It is important to be vigilant about the possible confusion of roles (educational vs. punitive) from the students' perspective. **The scientific literature strongly suggests that any enforcement intervention, particularly searching, should be carried out by the enforcement staff, not the addiction specialist. It is also not advisable to involve teachers in this type of procedure.** Maintaining a trusting relationship between the interveners, teachers, and students throughout the process may allow for a review of the roles and responsibilities of all involved. It may be appropriate to establish the conditions under which the search might be useful and the options in certain situations (e.g.: absence of interveners or the principal, difficulty reaching parents, etc.).* (Gouvernement du Québec, 2019, p.23, free translation)

### Searching a Student and Their Personal Belongings

***School authorities and school personnel may, in certain circumstances and under certain conditions, search a student.** This was established by the Supreme Court of Canada in *R. v. M. (M.R.)*. They may search a student and seize prohibited items, drugs or any instrument that could be used as a weapon. However, they must take the necessary steps to ensure that a search is not considered unreasonable.*

***In an educational institution, students cannot expect complete privacy.** Teachers and school authorities have an obligation to provide a safe environment and to maintain order and discipline. This may require the search of students and their belongings.*

***However, such a search shall be conducted in a reasonable manner and preferably with another staff member or principal of the same gender as the student.** Educational officials may not conduct a search unless they have reasonable grounds to believe that an institutional rule has been violated and that evidence of the violation may be discovered on the premises or on the student.* (Table provinciale de concertation sur la violence, les jeunes et le milieu scolaire, 2017, p.14, free translation)

### Reasonable Grounds to Search a Student

*According to the Supreme Court of Canada: "The following examples may constitute reasonable grounds in this context: information received from a student deemed credible, information from more than one student, observations of a teacher or principal, or a combination of these pieces of information that the relevant authority considers credible. The persuasive nature of the information received and the credibility of these or other sources must be assessed by the education authority in light of the situation that exists in the particular school."*

*The search shall be conducted in a sensitive, appropriate and respectful manner and shall be as non-invasive as possible. The person(s) conducting the search shall consider the circumstances and nature of the breach of school rules. In particular, the age, sex and gender identity of the student shall be considered.* (Table provinciale de concertation sur la violence, les jeunes et le milieu scolaire, 2017, p.15. free translation)

## Reasonable Search

*While the call to the police is strongly recommended, the Supreme Court of Canada has stated that "the search conducted by school authorities must itself be reasonable and appropriate in light of the circumstances and nature of the suspected breach of school rules. The acceptable extent of the search will vary depending on the seriousness of the suspected violation. For example, it may be reasonable for a teacher to act immediately and conduct any necessary search when there are reasonable grounds to believe that a student is carrying a firearm. The existence of an immediate threat to student safety justifies the use of quick, thorough, and extensive searches. The same type of search may not be warranted if, for example, a student is reasonably believed to have chewing gum in their pocket that is prohibited by school rules. The reasonableness of a search by teachers or principals in response to information must be considered and weighed against all the circumstances involved, including their responsibility to ensure the safety of students." (Table provinciale de concertation sur la violence, les jeunes et le milieu scolaire, 2017, p.15)*

## Searching a Locker

*In the case of a search of a locker, the degree of reasonable invasion of a student's privacy is less than in the case of the search of a person. **In fact, the extent of the invasion can be further reduced if the educational institution informs students and their parents in advance that the lockers are its property and that it may open them at any time.** It is recommended that the person conducting the search be accompanied by another staff member or principal.*

*In determining whether a search of a locker was lawful, the courts will consider, among other things, the degree of control exercised by school authorities over the lockers and the reasonableness of the search. **Many schools now provide students with equipment, including computers and other information technology tools. These remain the property of the school board or educational institution and the search of these items is subject to the same rules.** (Table provinciale de concertation sur la violence, les jeunes et le milieu scolaire, 2017, p.16, free translation)*

## Seized Items

***In cases where possession of the seized items is prohibited by law or presents a danger, such as possession of drugs, weapons or ammunition, unnecessary handling should be avoided, and the police should be requested to come and collect them without delay.***

***All objects, substances or psychoactive drugs confiscated by school authorities should be placed in a bag provided for that purpose in the presence of a witness. Seized items should only be handled by one person and the bag should be sealed immediately and turned over to the police officer upon arrival.***

*The school may agree with the police on a procedure to be followed for the safekeeping and return of seized property (e.g.: store the seized item in a locked area pending the sight of the police). (Table provinciale de concertation sur la violence, les jeunes et le milieu scolaire, 2017, p.16, free translation)*



# APPENDIX F – COMMITMENT AGREEMENT

AGREEMENT BETWEEN:

(first and last name of student) et (name of the principal), principal.

CONSIDERING the event of (date) during which (name of student)  used  
(description) during (description);  sold

CONSIDERING that it is  a second offense;  
 a recurrence (3<sup>rd</sup> offense or more);

WE AGREE that  keeping (first and last name of student) at (name of the school)  
 reintegrating

is conditional to the respect of the following conditions:

1. (name of student) agrees to be available for learning, i.e. not to be under the influence of drugs or alcohol;
2. (name of student) agrees not to use, bring/transport or distribute/sell drugs or alcohol on the territory (schools, grounds) of the Centre de services scolaire du Littoral;
3. (name of student) agrees to meet with the school's designated addiction prevention professional on a mandatory basis until the professional terminates the meetings;
4. (name of student) agrees to meet with the CISSS de la Côte-Nord addiction services program worker when recommended by the school, until such time as the worker terminates the meetings;
5. (name of student) agrees to comply with all other provisions of the Policy on the Prevention of Substance Use and Problematic Internet Use.

Failure to comply with any of these conditions will automatically result in a reassessment of the situation and a suspension  in the school (3<sup>rd</sup> offense or more).  
 outside of the school (4<sup>th</sup> offense or more).

I accept and understand all the conditions issued in this agreement.

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

\_\_\_\_\_  
Signature principal

\_\_\_\_\_  
Signature of parental authority

Signed in (community) on the \_\_\_\_\_ day of the month of \_\_\_\_\_ (year)

## APPENDIX G – DRAFTING AND CONSULTATION PROCESS

Process	People Involved	Dates
<b>Creation</b> <b>Drafting</b> <b>Revision</b> <b>Translation</b>	<b>Marie-Philippe Asselin</b> , psychoeducator <b>Joannie Tardif</b> , guidance counsellor <b>Kelly Fequet</b> , social worker	June 30, 2021 September 17, 2021 October 8 and 15, 2021 December 3, 2021 January 14, 2022 February 25, 2022 March 2, 2022
<b>Data Collection</b>	Staff from all schools of the Centre de services scolaire du Littoral	September 10 to October 8, 2021
<b>Consultation of the CISSS de la Côte-Nord</b>	<b>Sophie Tremblay</b> , Planning, Programming and Research Officer (PPRA), Substance Abuse, Overdose, Homelessness and Adult Mental Health Regional File Manager, Public Health <b>Caroline Dignard</b> , intersectoral resource Healthy Schools, Public Health <b>Mariane Prud'homme</b> , Human Relations Officer, Mental Health, Addiction, Homelessness and General Social Services Programs	January 20, 2022
<b>Consultation of the Sûreté du Québec</b>	<b>Officer Keven Beaudoin</b> , MRC du Golfe du St-Laurent (Blanc-Sablon)	February 3, 2022
<b>Consultation of Educational Services</b>	<b>Sarah Iris Foster</b> , Student Life Animator <b>Katia Tardif</b> , coordinator	March 3 to 18, 2022
<b>Consultation of principals and administrators</b>	<b>Philip Joyce</b> , General Administrator <b>Martine Joncas</b> <b>Karen Fequet</b> <b>Céline Girard</b> <b>Rebecca Nadeau-Monger</b> <b>Karine Dubé</b>	March 22, 2022
<b>Consultation of teachers and support staff</b>	Mgr Scheffer School St-Paul's School Mecatina School	April 8 to 29, 2022
<b>Consultation of parents</b>		<b>TBD</b>

## REFERENCES

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Collège des médecins du Québec. (2018). *Ordonnance de cannabis à des fins médicales : directives*.  
<http://www.cmq.org/publications-pdf/p-1-2018-09-20-fr-ordonnance-cannabis-fins-medicales.pdf?t=1642184283355>

Gouvernement du Québec. (2019). *Démarche de rédaction ou de révision d'un document-cadre en matière de substances psychoactives*. <https://publications.msss.gouv.qc.ca/msss/fichiers/2019/19-236-07W.pdf>

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Table provinciale de concertation sur la violence, les jeunes et le milieu scolaire. (2017). *Présence policière dans les établissements d'enseignement*.  
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