

# Addressing Alcohol & Other Drug-Related Problems in Ontario Schools: An administrator's perspective

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Gary Leduc  
Superintendent of School Services  
Waterloo Catholic District School Board

## 1. Core Functions of Schools

- ◆ **Education** – a collaborative venturing with students, parents and the broader community to develop each student's skills, knowledge and attitudes sufficiently to achieve personal aspirations, care for self, and contribute to the betterment of society.
- ◆ **Safe and Secure Environment** – collaboratively create an environment that is physically safe, healthy, and promotes respectful social living.
- ◆ **Community Standards and Values** – collaboratively embedding within the entire school experience a community's values, traditions, and aspirations for its youth.

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## 2. Safe Schools Legislation: Punishment Orientation

- ◆ **Code of Conduct: Standards of Social Behaviour**
- ◆ **Consequences for breaches**
  - Legislated
  - Board policy
  - School policy
- ◆ **Compassion**
  - Perpetrator
  - Victim/community

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## 3. Safe Schools Legislation: Prevention/ProSocial Orientation

- i) **Establishing an Operational Vision for Prevention and Pro-social programming**
  - Program Elements: Anti bullying, conflict mediation, anger management, substance abuse, suicide ideation, sexual harassment, student pregnancies, crisis response procedures, socio-economic marginalization, race-cultural marginalization, etc..
- ii) **Creating alignment within a school system**
  - Moving from a strategy to a multifaceted coherent regime of programs and services
  - Identify best practice
  - Institutionalizing best practice

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## 3. Safe Schools Legislation: Prevention/ProSocial Orientation

continued

### iii) Moving from Vision to Practice

- A) **Conducting an Environmental Scan**
  - ◆ What is our system data telling us about violence related issues?
  - ◆ How does our data match with social issues experienced through the helping professions outside the school system?
  - ◆ What does our system data reveal to us about the appropriate elements for our multifaceted regime?

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## 3. Safe Schools Legislation: Prevention/ProSocial Orientation

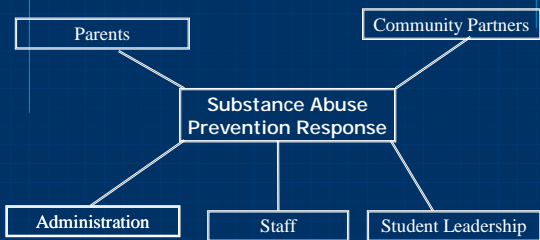
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### B) Focusing the Organizations Staff and Resources

- What will be the components (i.e best practices) for each element in the regime?
- What will be the curriculum content? Scope and sequence across grades?
- What will be the core resources?
- What staff training will be required?
- What role will staff, students, parents play?
- Who will be the community partners and what role will they play in developing/delivering/financing the program?
- What budgetary resources will be required to achieve the objectives for each element comprising the multifaceted regime?
- What will be the timeframe for implementing each element of the regime?

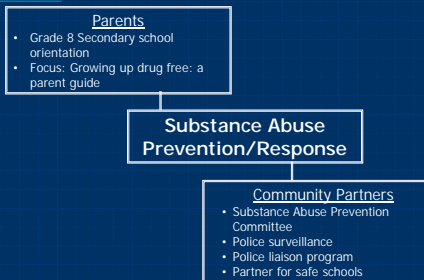
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## 4. An Overview of a Multifaceted Coherent Regime



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## 5. Making it Happen .... over time!



- Parents
- Grade 8 Secondary school orientation
- Focus: Growing up drug free: a parent guide

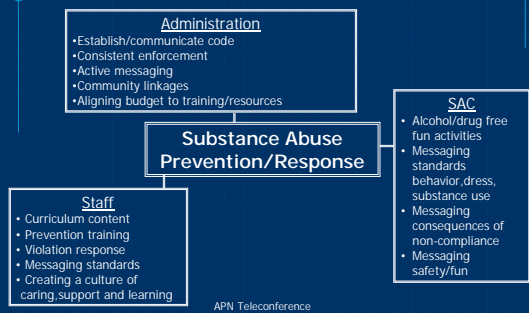
**Substance Abuse Prevention/Response**

- Community Partners
- Substance Abuse Prevention Committee
- Police surveillance
- Police liaison program
- Partner for safe schools

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## 5. Making it Happen .... over time!

continued



- Administration
- Establish/communicate code
- Consistent enforcement
- Active messaging
- Community linkages
- Aligning budget to training/resources

- Staff
- Curriculum content
- Prevention training
- Violation response
- Messaging standards
- Creating a culture of caring, support and learning

- SAC
- Alcohol/drug free fun activities
- Messaging standards behavior, dress, substance use
- Messaging consequences of non-compliance
- Messaging safety/fun

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