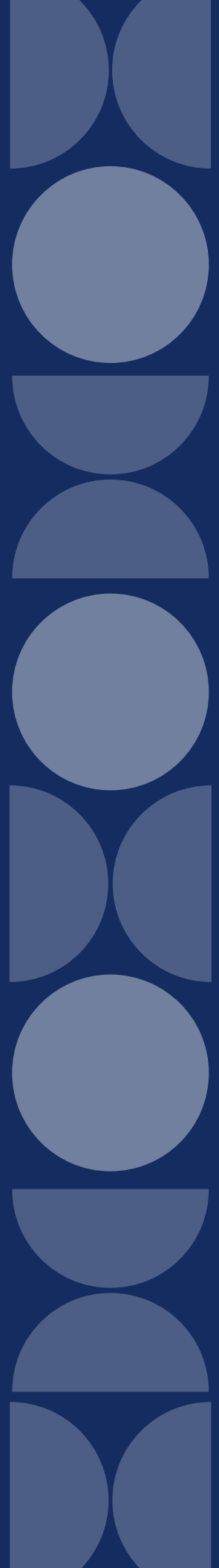




A national initiative to transform school-based substance use prevention, education, and intervention in Canada

# Clause Reference Table

School-Based Substance Use Prevention, Education, and Intervention: A Multi-Tiered and Developmental Approach for K-12 Schools in Canada



# Navigating the Clauses



## Terminology

In this Standard, 'shall,' 'should,' and 'may' reflect the potential for impact of each recommendation based on the strength of available evidence.



**SHALL**

Indicates practices with the strongest evidence and greatest potential for impact.



**SHOULD**

Indicates practices that are well-supported



**MAY**

Indicates practices that are promising or appropriate depending on local context and capacity.

The recommendations are aspirational and do not reflect mandatory, regulatory, or absolute requirements.



## Numbering System

Clause number example:



This example represents Early & Middle Childhood, Tier 3, clause number 5.

Quick Developmental Stage Guide:



Early / Middle Childhood  
(Kindergarten - Grade 5)



Early / Middle Adolescence  
(Grade 6 - 9)



Late Adolescence  
(Grade 10 - 12)



# Clause Reference Table

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 1	1.1.1   2.1.1   3.1.1 <i>Belonging through positive relationships</i>	1.1.1 School administrators shall lead efforts to nurture a strong sense of school belonging by creating a caring and inclusive school community. This shall include promoting positive relationships, celebrating diversity, affirming identities, upholding human rights, modelling socially responsible behaviour, supporting peaceful and collaborative problem-solving, and applying principles of positive discipline.	2.1.1 School administrators shall lead efforts to nurture a strong sense of school belonging by creating a caring and inclusive school community. This shall include promoting positive relationships, celebrating diversity, affirming identities, upholding human rights, modelling socially responsible behaviour, supporting peaceful and collaborative problem-solving, and applying principles of positive discipline.	3.1.1 School administrators shall lead efforts to nurture a strong sense of school belonging by creating a caring and inclusive school community. This shall include promoting positive relationships, celebrating diversity, affirming identities, upholding human rights, modelling socially responsible behaviour, supporting peaceful and collaborative problem-solving, and applying principles of positive discipline.	Environments and Relationships	Upstream Prevention and Belonging-Based Practices
	1.1.2   2.1.2   3.1.2 <i>Belonging-based prevention</i>	1.1.2 School staff shall use socioecological, interpersonal, and environmental strategies known to strengthen students' sense of school belonging.	2.1.2 School staff shall use socioecological, interpersonal, and environmental strategies known to strengthen students' sense of school belonging.	3.1.2 School staff shall use socioecological, interpersonal, and environmental strategies known to strengthen students' sense of school belonging.	Environments and Relationships	Upstream Prevention and Belonging-Based Practices
	1.1.3   2.1.3   3.1.3 <i>Health literacy and resilience</i>	1.1.3 School staff shall support students in developing health literacy and social-emotional skills – including emotion recognition, self-regulation, empathy, relationship management, cooperation, and problem-solving – that serve as known protective factors for substance use health.	2.1.3 School staff shall support students in developing health literacy and social-emotional skills – including emotion recognition, self-regulation, empathy, relationship management, cooperation, problem-solving, and decision-making – that serve as known protective factors for substance use health.	3.1.3 School staff shall support students in developing health literacy and social-emotional skills – including emotion recognition, empathy, self-regulation, relationship management, cooperation, problem-solving, and decision-making – that serve as known protective factors for substance use health.	Teaching and Learning; Environments and Relationships	Upstream Prevention and Belonging-Based Practices
	1.1.4   2.1.4   3.1.4 <i>Positive development through coached or mentored physical activity</i>	1.1.4 School staff shall provide developmentally appropriate, inclusive, and accessible opportunities for physical activity, movement, and school sport with adult coaching or mentorship, to promote positive development, belonging, and relationship-building.	2.1.4 School staff shall provide developmentally appropriate, inclusive, and accessible opportunities for physical activity, movement, and school sport with adult coaching or mentorship, to promote positive development, belonging, and relationship-building.	3.1.4 School staff shall provide developmentally appropriate, inclusive, and accessible opportunities for physical activity, movement, and school sport with adult coaching or mentorship, to promote positive development, belonging, and relationship-building.	Environments and Relationships	Upstream Prevention and Belonging-Based Practices

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 1	1.1.5   2.1.5   3.1.5 <i>Nurturing student interests and passions</i>	1.1.5 School staff shall provide opportunities across a range of student interests to build school belonging and positive development. This may include creative and cultural outlets such as dance, music, art, and traditional crafts, as well as a variety of clubs and activities that reflect students' passions and identities.	2.1.5 School staff shall provide opportunities across a range of student interests to build school belonging and positive development. This may include creative and cultural outlets such as dance, music, art, and traditional crafts, as well as a variety of clubs and activities that reflect students' passions and identities.	3.1.5 School staff shall provide opportunities across a range of student interests to build school belonging and positive development. This may include creative and cultural outlets such as dance, music, art, and traditional crafts, as well as a variety of clubs and activities that reflect students' passions and identities.	Environments and Relationships	Upstream Prevention and Belonging-Based Practices
	1.1.6   2.1.6   3.1.6 <i>Aligned messaging</i>	1.1.6 School staff shall promote dialogue and knowledge-sharing using consistent, evidence-informed messaging about substance use prevention, education, and intervention, engaging all interest holders including students, families/caregivers, and other supportive adults.	2.1.6 School staff shall promote dialogue and knowledge-sharing using consistent, evidence-informed messaging about substance use prevention, education, and intervention, engaging all interest holders including students, families/caregivers, and other supportive adults.	3.1.6 School staff shall promote dialogue and knowledge-sharing using consistent, evidence-informed messaging about substance use prevention, education, and intervention, engaging all interest holders including students, families/caregivers, and other supportive adults.	Teaching and Learning; Partnerships and Services	Evidence-Informed Education and Messaging; Youth and Family/Caregiver Engagement
	1.1.7   2.1.7   3.1.7 <i>Early identification and support</i>	1.1.7 School policymakers shall resource school staff to use developmentally appropriate and culturally responsive universal screening tools and relationship-based monitoring to promote student well-being and proactively identify and support students experiencing complex social, emotional, or behavioural needs.	2.1.7 School policymakers shall resource school staff to use developmentally appropriate and culturally responsive universal screening tools and relationship-based monitoring to promote student well-being and proactively identify and support students experiencing complex social, emotional, or behavioural needs.	3.1.7 School policymakers shall resource school staff to use developmentally appropriate and culturally responsive universal screening tools and relationship-based monitoring to promote student well-being and proactively identify and support students experiencing complex social, emotional, or behavioural needs.	Partnerships and Services; Policy	Screening and Relationship-Based Monitoring
	1.1.8   2.1.8   3.1.8 <i>Community partnerships for prevention and education</i>	1.1.8 School staff shall partner with community, allied health, and cultural organizations to deliver evidence-informed, family-focused, and schoolwide prevention approaches, including mental health and well-being promotion.	2.1.8 School staff shall partner with community, allied health, and cultural organizations to deliver evidence-informed, family-focused, and schoolwide prevention approaches, including mental health and well-being promotion.	3.1.8 School staff shall partner with community, allied health, and cultural organizations to deliver evidence-informed, family-focused, and schoolwide prevention approaches, including mental health and well-being promotion.	Partnerships and Services; Teaching and Learning	School-Community Partnerships; Upstream Prevention and Belonging-Based Practices

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
	1.1.9   2.1.9   3.1.9 <i>Avoiding ineffective approaches</i>	1.1.9 School staff shall avoid abstinence-only and fear-based prevention approaches, as well as those that provide detailed substance use information, at the early/middle childhood stage, as evidence indicates these are generally ineffective and may cause unintended harm, particularly for students with complex social, emotional, or behavioural needs.	2.1.9 School staff shall avoid abstinence-only and fear-based prevention approaches, as evidence indicates these are generally ineffective and may cause unintended harm, particularly for students with complex social, emotional, or behavioural needs.	3.1.9 School staff shall avoid abstinence-only and fear-based prevention approaches, as evidence indicates these are generally ineffective and may cause unintended harm, particularly for students with complex social, emotional, or behavioural needs.	Teaching and Learning	Evidence-Informed Education and Messaging
	1.1.10   2.1.10   3.1.10 <i>Policy revision</i>	1.1.10 School policymakers should periodically review school substance use policies and revise them in response to local substance use trends and emerging concerns.	2.1.10 School policymakers should periodically review school substance use policies and revise them in response to local substance use trends and emerging concerns.	3.1.10 School policymakers should periodically review school substance use policies and revise them in response to local substance use trends and emerging concerns.	Policy	Strengths-Based Policies and Practices
Tier 1	1.1.11   2.1.11   3.1.11 <i>Self-reflection to promote well-being and prevent harm</i>	1.1.11 School policymakers shall support school staff and administrators to engage in ongoing critical self-reflection and review of school policies, procedures, and practices to promote student well-being and prevent unintentional contributions to stigma, exclusion, or substance-related harms.	2.1.11 School policymakers shall support school staff and administrators to engage in ongoing critical self-reflection and review of school policies, procedures, and practices to promote student well-being and prevent unintentional contributions to stigma, exclusion, or substance-related harms.	3.1.11 School policymakers shall support school staff and administrators to engage in ongoing critical self-reflection and review of school policies, procedures, and practices to promote student well-being and prevent unintentional contributions to stigma, exclusion, or substance-related harms.	Policy	Strengths-Based Policies and Practices
	1.1.12 <i>Routines for emotion management</i>	1.1.12 School staff shall embed daily – routines and activities grounded in social and emotional learning principles to support emotion regulation, positive behaviour, cultural learning and exploration, and positive relationships. These routines should include clear behavioural expectations, open communication, and opportunities for shared problem-solving.		–	Environments and Relationships; Teaching and Learning	Upstream Prevention and Belonging-Based Practices

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 1	2.1.12   3.1.12 <i>Promoting healthy norms</i>	—	2.1.12 School staff shall promote healthy norms and accurate understandings about substance use by correcting misconceptions with evidence-informed information, and emphasizing destigmatization, health, safety, and students' personal goals.	3.1.12 School staff shall promote healthy norms and accurate understandings about substance use by correcting misconceptions with evidence-informed information, and emphasizing destigmatization, health, safety, and students' personal goals.	Teaching and Learning	Evidence-Informed Education and Messaging
	2.1.13   3.1.13 <i>Exploring risks and harms</i>	—	2.1.13 School staff shall guide students in examining the individual and social risk and protective factors associated with substance use and explore strategies to minimize harms.	3.1.13 School staff shall guide students in examining the individual and social risk and protective factors associated with substance use and explore strategies to minimize harms.	Teaching and Learning	Evidence-Informed Education and Messaging
	2.1.14   3.1.14 <i>Integrating prevention into curriculum</i>	—	2.1.14 School staff shall integrate evidence-informed substance use education and prevention content across academic subject areas, using materials that reflect diverse cultures, identities, and lived experiences.	3.1.14 School staff shall integrate evidence-informed substance use education and prevention content across academic subject areas, using materials that reflect diverse cultures, identities, and lived experiences.	Teaching and Learning	Evidence-Informed Education and Messaging
	2.1.15   3.1.15 <i>Building connection and reducing risk</i>	—	2.1.15 School staff shall deliver educational programming that encourages peer belonging, builds awareness of social influences, and supports students in exploring how substance use may affect their relationships and sense of connection.	3.1.15 School staff shall deliver educational programming that encourages peer belonging, builds awareness of social influences, and supports students in exploring how substance use may affect their relationships and sense of connection.	Teaching and Learning; Environments and Relationships	Evidence-Informed Education and Messaging; Upstream Prevention and Belonging-Based Practices
	2.1.16   3.1.16 <i>Student partnership</i>	—	2.1.16 School staff shall meaningfully engage students as partners in creating safer and more inclusive school spaces that support their well-being and substance use health.	3.1.16 School staff shall meaningfully engage students as partners in creating safer and more inclusive school spaces that support their well-being and substance use health.	Environments and Relationships; Policy	Youth and Family/Caregiver Engagement

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 1	2.1.17   3.1.17 <i>Student leadership</i>	—	2.1.17 School staff shall support student leadership by co-designing well-being initiatives that address emerging health and social issues within the school community. These initiatives may be developed in collaboration with families/caregivers and other supportive adults.	3.1.17 School staff shall support student leadership by co-designing well-being initiatives that address emerging health and social issues within the school community. These initiatives may be developed in collaboration with families/caregivers and other supportive adults.	Environments and Relationships; Policy	Youth and Family/Caregiver Engagement
	2.1.18   3.1.18 <i>Recognizing and responding to incidents</i>	—	2.1.18 School administrators shall coordinate education and training for students and staff on recognizing and responding to substance use incidents or emergencies. This training may be delivered in partnership with community and allied health organizations.	3.1.18 School administrators shall coordinate education and training for students and staff on recognizing and responding to substance use incidents or emergencies. This training may be delivered in partnership with community and allied health organizations.	Partnerships and Services; Policy	Evidence-Informed Education and Messaging; School-Community Partnerships
	2.1.19 <i>Supporting school transitions</i>	—	2.1.19 School staff shall support students through school transitions (e.g., to middle school and secondary school) by building school belonging and healthy coping skills to reduce transition-related stressors that may increase the risk of substance use and related harms.	—	Environments and Relationships; Partnerships and Services	Upstream Prevention and Belonging-Based Practices
	3.1.19 <i>Foundations for social-emotional competence</i>	—	—	3.1.19 School staff should deliver educational approaches that build students' social-emotional competence, including skills such as self-regulation, problem-solving, decision-making, and refusal skills.	Teaching and Learning	Upstream Prevention and Belonging-Based Practices; Evidence-Informed Education and Messaging

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 1	3.1.20 <i>Navigating life transitions</i>	–	–	3.1.20 School staff shall equip students with knowledge, skills, and community connections to navigate major life transitions during which the likelihood of substance use may increase. This may include partnerships with post-secondary institutions, employment or social services, respected Elders, and other cultural supports.	Teaching and Learning; Partnerships and Services	Evidence-Informed Education and Messaging; School-Community Partnerships
	1.2.1   2.2.1   3.2.1 <i>Trauma-informed supports</i>	1.2.1 School staff shall support students experiencing early risk factors for substance use and related harms by providing additional trauma-informed supports to strengthen emotional regulation, decision-making, and social skills.	2.2.1 School staff shall support students experiencing early risk factors for substance use and related harms by providing additional trauma-informed supports to strengthen emotional regulation, decision-making, and social skills.	3.2.1 School staff shall support students experiencing early risk factors for substance use and related harms by providing additional trauma-informed supports to strengthen emotional regulation, decision-making, and social skills.	Environments and Relationships; Teaching and Learning	Strengths-Based Policies and Practices; Upstream Prevention and Belonging-Based Practices
	1.2.2   2.2.2   3.2.2 <i>Supportive adult connections</i>	1.2.2 School staff shall coordinate efforts to build and sustain connections between supportive adults and students experiencing complex social, emotional, or behavioural needs.	2.2.2 School staff shall coordinate efforts to build and sustain connections between supportive adults and students experiencing complex social, emotional, or behavioural needs.	3.2.2 School staff shall coordinate efforts to build and sustain connections between supportive adults and students experiencing complex social, emotional, or behavioural needs.	Environments and Relationships	Upstream Prevention and Belonging-Based Practices
Tier 2	1.2.3   2.2.3   3.2.3 <i>Contextualizing student experiences</i>	1.2.3 School staff working with students experiencing complex social, emotional, or behavioural needs should build trusted, psychologically safe relationships and seek to understand the context of students' lives through discussions, inquiry- and play-based learning techniques, or other developmentally appropriate practices.	2.2.3 School staff working with students experiencing complex social, emotional, or behavioural needs should build trusted, psychologically safe relationships and seek to understand the context of students' lives through small-group discussions, motivational interviewing, and inquiry-based learning techniques, or other developmentally appropriate practices.	3.2.3 School staff working with students experiencing complex social, emotional, or behavioural needs should build trusted, psychologically safe relationships and seek to understand the context of students' lives through small-group discussions, motivational interviewing, and inquiry-based learning techniques, or other developmentally appropriate practices.	Environments and Relationships; Partnerships and Services	Upstream Prevention and Belonging-Based Practices; Screening and Relationship-Based Monitoring

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 2	1.2.4   2.2.4   3.2.4 <i>Preserving positive relationships</i>	<b>1.2.4</b> School staff shall respond to challenging behaviours in ways that preserve students' positive connections with peers and school staff.	<b>2.2.4</b> School staff shall respond to challenging behaviours in ways that preserve students' positive connections with peers and school staff.	<b>3.2.4</b> School staff shall respond to challenging behaviours in ways that preserve students' positive connections with peers and school staff.	Environments and Relationships	Strengths-Based Policies and Practices
	1.2.5   2.2.5   3.2.5 <i>Healing-focused planning</i>	<b>1.2.5</b> School staff should develop support plans for students experiencing complex social, emotional, and behavioural needs in collaboration with the student and their families/caregivers, to promote connection, wellness, resilience, and healing.	<b>2.2.5</b> School staff should develop support plans for students experiencing complex social, emotional, and behavioural needs in collaboration with the student and their families/caregivers, to promote connection, wellness, resilience, and healing.	<b>3.2.5</b> School staff should develop support plans for students experiencing complex social, emotional, and behavioural needs in collaboration with the student and their families/caregivers, to promote connection, wellness, resilience, and healing.	Environments and Relationships; Partnerships and Services	Youth and Family/ Caregiver Engagement; Strengths-Based Policies and Practices
	1.2.6   2.2.6   3.2.6 <i>Engaging culture and community</i>	<b>1.2.6</b> School staff may employ internal practices, invite community partnerships, or draw on cultural and spiritual resources to best meet students' needs.	<b>2.2.6</b> School staff may employ internal practices, invite community partnerships, or draw on cultural and spiritual resources to best meet students' needs.	<b>3.2.6</b> School staff may employ internal practices, invite community partnerships, or draw on cultural and spiritual resources to best meet students' needs.	Environments and Relationships; Partnerships and Services	School-Community Partnerships
	1.2.7   2.2.7   3.2.7 <i>Restorative partnerships</i>	<b>1.2.7</b> School policymakers shall recommend and facilitate partnerships that employ evidence-informed restorative practices for students experiencing complex social, emotional, or behavioural needs. These approaches shall be developmentally appropriate, trauma-informed, culturally responsive, and designed in consultation with school staff, the student, and their family/caregiver(s).	<b>2.2.7</b> School policymakers shall recommend and facilitate partnerships that employ evidence-informed restorative practices for students experiencing complex social, emotional, or behavioural needs. These approaches shall be developmentally appropriate, trauma-informed, culturally responsive, and designed in consultation with school staff, the student, and their family/caregiver(s).	<b>3.2.7</b> School policymakers shall recommend and facilitate partnerships that employ evidence-informed restorative practices for students experiencing complex social, emotional, or behavioural needs. These approaches shall be developmentally appropriate, trauma-informed, culturally responsive, and designed in consultation with school staff, the student, and their family/caregiver(s).	Partnerships and Services; Policy	Strengths-Based Policies and Practices; School-Community Partnerships

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
	1.2.8   2.2.8   3.2.8 <i>Building healthy coping strategies</i>	1.2.8 School staff should provide targeted individual and/or small-group interactions that create opportunities for students to connect with supportive adults, engage in open dialogue, and build healthy coping strategies.	2.2.8 School staff should provide targeted individual and/or small-group interactions that create opportunities for students to connect with supportive adults, engage in open dialogue, and build healthy coping strategies.	3.2.8 School staff should provide targeted individual and/or small-group interactions that create opportunities for students to connect with supportive adults, engage in open dialogue, and build healthy coping strategies.	Teaching and Learning; Environments and Relationships	Upstream Prevention and Belonging-Based Practices; Evidence-Informed Education and Messaging
	1.2.9   2.2.9   3.2.9 <i>Strengths-based policies</i>	1.2.9 School policymakers shall enact strengths-based policies and approaches that minimize exclusionary practices (e.g., suspensions, expulsions, detentions) and strengthen connections with students experiencing complex social, emotional, or behavioural needs, including substance use and related harms.	2.2.9 School policymakers shall enact strengths-based policies and approaches that minimize exclusionary practices (e.g., suspensions, expulsions, detentions) and strengthen connections with students experiencing complex social, emotional, or behavioural needs, including substance use and related harms.	3.2.9 School policymakers shall enact strengths-based policies and approaches that minimize exclusionary practices (e.g., suspensions, expulsions, detentions) and strengthen connections with students experiencing complex social, emotional, or behavioural needs, including substance use and related harms.	Policy	Strengths-Based Policies and Practices
Tier 2	1.2.10 <i>Coordinated supports</i>	1.2.10 School administrators should engage school staff, district staff (where applicable), and community and allied health organizations to identify individual, small-group, and whole-school activities that can provide additional support where multiple students at the same grade level would benefit.	—	—	Partnerships and Services	School-Community Partnerships
	2.2.10   3.2.10 <i>Targeted screening</i>	—	2.2.10 School policymakers should resource school staff to use developmentally appropriate and culturally responsive targeted screening tools and relationship-based monitoring to guide early intervention for students experiencing complex social, emotional, or behavioural needs.	3.2.10 School policymakers should resource school staff to use developmentally appropriate and culturally responsive targeted screening tools and relationship-based monitoring to guide early intervention for students experiencing complex social, emotional, or behavioural needs.	Policy; Environments and Relationships	Screening and Relationship-Based Monitoring

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 2	2.2.11   3.2.11 <i>Targeted capacity building to manage life stressors</i>	—	<b>2.2.11</b> School staff shall provide time-limited, strengths-based group interventions for students experiencing complex social, emotional, or behavioural needs, aimed at building coping and goal-setting skills, and capacity to manage life stressors. Such interventions should be grounded in evidence-informed practices such as psychoeducation, cognitive behavioural strategies, and motivational interviewing.	<b>3.2.11</b> School staff shall provide time-limited, strengths-based group interventions for students experiencing complex social, emotional, or behavioural needs, aimed at building coping and goal-setting skills, and capacity to manage life stressors. Such interventions should be grounded in evidence-informed practices such as psychoeducation, cognitive behavioural strategies, and motivational interviewing.	Teaching and Learning	Evidence-Informed Education and Messaging; Strengths-Based Policies and Practices; Upstream Prevention and Belonging-Based Practices
	2.2.12   3.2.12 <i>Building protective skills</i>	—	<b>2.2.12</b> School staff should collaborate with community and allied health organizations to deliver targeted educational and dialogue sessions for students at heightened risk of substance use. These sessions shall focus on minimizing substance-related harms by strengthening protective skills, including emotion regulation, stress management, and social-emotional competencies.	<b>3.2.12</b> School staff should collaborate with community and allied health organizations to deliver targeted educational and dialogue sessions for students at heightened risk of substance use. These sessions shall focus on minimizing substance-related harms by strengthening protective skills, including emotion regulation, stress management, and social-emotional competencies.	Teaching and Learning; Partnerships and Services	Evidence-Informed Education and Messaging; School-Community Partnerships; Upstream Prevention and Belonging-Based Practices
	2.2.13   3.2.13 <i>Facilitating connections to supports</i>	—	<b>2.2.13</b> School staff may connect students identified for targeted supports to community-based and culturally relevant programs (e.g., youth drop-in initiatives, mentorship opportunities) that strengthen protective factors, enhance social and emotional competencies, and promote connection and belonging. These connections shall be responsive to individual student needs and established in collaboration with the student and their family/caregiver(s).	<b>3.2.13</b> School staff may connect students identified for targeted supports to community-based and culturally relevant programs (e.g., youth drop-in initiatives, mentorship opportunities) that strengthen protective factors, enhance social and emotional competencies, and promote connection and belonging. These connections shall be responsive to individual student needs and established in collaboration with the student and their family/caregiver(s).	Partnerships and Services	School-Community Partnerships; Youth and Family/Caregiver Engagement; Upstream Prevention and Belonging-Based Practices

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 3	1.3.1   2.3.1   3.3.1 <i>Coordinated wraparound supports</i>	1.3.1 School staff should engage students experiencing complex social, emotional, and behavioural needs and their family/caregivers to identify the trauma-informed and culturally responsive wraparound supports needed, both within school and in the broader community, and offer referrals to appropriate community-based services.	2.3.1 School staff should engage students experiencing complex social, emotional, and behavioural needs and their family/caregivers to identify the trauma-informed and culturally responsive wraparound supports needed, both within school and in the broader community, and offer referrals to appropriate community-based services.	3.3.1 School staff should engage students experiencing complex social, emotional, and behavioural needs and their family/caregivers to identify the trauma-informed and culturally responsive wraparound supports needed, both within school and in the broader community, and offer referrals to appropriate community-based services.		School-Community Partnerships; Youth and Family/Caregiver Engagement; Strengths-Based Policies and Practices
	1.3.2   2.3.2   3.3.2 <i>Restorative responses</i>	1.3.2 School administrators should respond to breaches to the code of conduct through strengths-based interventions that maintain and restore students' connections to their school, community, and future.	2.3.2 School administrators should respond to breaches to the code of conduct through strengths-based interventions that maintain and restore students' connections to their school, community, and future.	3.3.2 School administrators should respond to breaches to the code of conduct through strengths-based interventions that maintain and restore students' connections to their school, community, and future.	Environments and Relationships; Policy	Strengths-Based Policies and Practices
	1.3.3 <i>Student-centred supports</i>	1.3.3 School staff shall support students experiencing complex social, emotional, or behavioural needs – including those related to substance use – using tailored interventions developed with the student and their family/caregivers.	–	–	Environments and Relationships; Partnerships and Services	Youth and Family/Caregiver Engagement
	1.3.4 <i>Shared decision-making with families and caregivers</i>	1.3.4 School staff shall maintain ongoing and meaningful engagement with families/caregivers of students experiencing complex social, emotional, and behavioural needs, through shared decision-making, provision of resources, and coordinated responses.	–	–	Partnerships and Services	Youth and Family/Caregiver Engagement

Tier	Clause Number & Title	Early / Middle Childhood (K – Grade 5)	Early / Middle Adolescence (Grades 6 – 9)	Late Adolescence (Grades 10 – 12)	HPS Component(s)	Evidence Domain(s)
Tier 3	2.3.3   3.3.3 <i>Tailored school-based interventions</i>	—	2.3.3 School staff shall provide students experiencing known or emerging substance use and related harms with tailored, school-based interventions that focus on minimizing harms and include opportunities to develop coping strategies, strengthen support networks, and normalize help-seeking.	3.3.3 School staff shall provide students experiencing known or emerging substance use and related harms with tailored, school-based interventions that focus on minimizing harms and include opportunities to develop coping strategies, strengthen support networks, and normalize help-seeking.	Teaching and Learning; Environments and Relationships	Evidence-Informed Education and Messaging; Upstream Prevention and Belonging-Based Practices
	2.3.4   3.3.4 <i>Supportive school-based adult mentorship</i>	—	2.3.4 School staff should connect students experiencing substance use and related harms with supportive adults within the school for regular, ongoing mentorship and support.	3.3.4 School staff should connect students experiencing substance use and related harms with supportive adults within the school for regular, ongoing mentorship and support.	Environments and Relationships	Upstream Prevention and Belonging-Based Practices
	2.3.5   3.3.5 <i>Embedded supports</i>	—	2.3.5 School staff should partner with community-based organizations, accredited health professionals, trained peer support workers, and Elders or other cultural advisors to deliver tailored, evidence-informed educational sessions and indicated supports for students with emerging substance use and related harms. These supports shall be embedded within the school setting and responsive to students' developmental stage, cultural context, and individual needs.	3.3.5 School staff should partner with community-based organizations, accredited health professionals, trained peer support workers, and Elders or other cultural advisors to deliver tailored, evidence-informed educational sessions and indicated supports for students with emerging substance use and related harms. These supports shall be embedded within the school setting and responsive to students' developmental stage, cultural context, and individual needs.	Partnerships and Services; Teaching and Learning	School-Community Partnerships; Evidence-Informed Education and Messaging
	2.3.6   3.3.6 <i>Referrals to care</i>	—	2.3.6 School staff shall refer students experiencing ongoing or escalating substance use and related harms to more intensive supports or services within and/or beyond the school setting.	3.3.6 School staff shall refer students experiencing ongoing or escalating substance use and related harms to more intensive supports or services within and/or beyond the school setting.	Partnerships and Services	School-Community Partnerships

Tier	Clause Number & Title	Early / Middle Childhood (K - Grade 5)	Early / Middle Adolescence (Grades 6 - 9)	Late Adolescence (Grades 10 - 12)	HPS Component(s)	Evidence Domain(s)
	3.3.7 <i>Education continuity</i>	—	—	3.3.7 School administrators shall lead efforts to provide opportunities for continued or alternative education programming, personal development, and connection to treatment or other community-based supports for students experiencing substance use and related harms.	Environments and Relationships; Partnerships and Services	Strengths-Based Policies and Practices; School-Community Partnerships
Tier 3	3.3.8 <i>Individualized support plans</i>	—	—	3.3.8 School staff shall collaborate with students experiencing ongoing or escalating substance use and related harms to co-develop individualized support plans that emphasize health and well-being, connection to school, and academic engagement.	Environments and Relationships; Partnerships and Services	Youth and Family/Caregiver Engagement; Strengths-Based Policies and Practices

## Learn More:

Anchoring Change is a national initiative to transform school-based substance use prevention, education, and intervention in Canada



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