



BURLINGTON SCHOOL DISTRICT PROCEDURE

PROCEDURE CODE C2P: STUDENT ALCOHOL AND DRUGS PROCEDURES

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Summary

Burlington School District recognizes that:

- In addition to being illegal, the use of substances, and/or the possession of alcohol, drugs and related paraphernalia constitutes a harm to the welfare of students and faculty, and negatively impacts developing youth, educational environments, and related school activities.
- The school district shares responsibility with parents, caregivers, and the community when substance use interferes with student learning, safety, behavior, or development.
- Substance misuse and dependency are treatable health problems and that the school holds responsibility in providing substance use prevention education for all students, intervention (identification and referral to support services) for those students using substances, and support for those students attempting to maintain their recovery

These procedures align with BSD's policy, which clearly states that "No student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school-sponsored activity away from or within the school district."

The procedures are designed to demonstrate our commitment to equipping students with the support and skills they need to make healthy, empowered decisions. They apply to any BSD school property or facility owned or leased by the school district used for any school-related or school-sponsored activities; these areas include but are not limited to school buildings, areas adjacent to school buildings, athletic fields, parking lots, and any school-sponsored events on and off campus.

BSD strives to meet the needs of individual students with alcohol and/or drug use-related issues and connect them to support, while maintaining a safe learning environment for all that is free of substance misuse and related harms. BSD's Alcohol & Drugs Policy is concerned with the health and well-being of all students, and these procedures take into consideration the individual needs of students with addictive habits (drug, alcohol, and substance misuse problems) as well as a student's right to an education.

Definitions

Distribution and/or Sale as used in this procedure is the act of giving, distributing, or offering any controlled substance, prescription medication, or any substance represented as a drug to another person, with or without exchange of money or other valuables. Intent may be shown by evidence of the quantity, packaging, and/or monetary value of the substance or materials possessed by the student.

Substance Use as used in this procedure, is the ingestion of a substance in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.

Drug as used in this procedure, means any alcohol, nicotine, narcotic drug, hallucinogenic drug, amphetamines, barbiturates, cannabis, or any other controlled/illegal substances as defined by state or federal regulation or statute.

Student Assistance Professional (SAP) Counselor is a Master's prepared clinician trained to educate, assess, and provide services related to alcohol and drug prevention and substance use.

Signs of Use

Signs a student may be using substances

- changes in their regular behaviors and moods such as restlessness, nervousness, paranoia, irritability, and/or lack of interest and motivation
- consistent overreaction to minor situations
- talking a lot about substances
- peers report substance use
- poor attendance and regular tardiness
- drop in grades
- secretive or suspicious behaviors
- rapid weight gain or loss
- frequent nosebleeds
- bloody or watery eyes

Signs a student could be under the influence of a substance

REACTION/JUDGEMENT

- Slurred speech
- Quick, slow, or fluctuating pace of speech
- Decreased alertness
- Slow and deliberate movements
- Irrational statements

INHIBITION/COORDINATION

- Changing volume of speech
- Loud
- Stumbling, falling
- Bumping into things
- Swaying, drowsy

PHYSICAL APPEARANCE

- Red, watery eyes
- Pupils larger or smaller than usual
- Sweating
- Drooping eyelids
- Lack of eye focus
- Clenching teeth

• Losing train of thought • Argumentative/belligerent		• Flushed (red) face/cheeks • Smell of alcohol, cannabis, nicotine, etc.
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Support and Referral System

In-School Support and Referral

BSD will make trained staff available at the middle and high school levels to support students whose behavior or performance may indicate a problem with substances. These staff will make referrals to appropriate outside agencies as needed. In each school, the principal or their designee shall develop a support and referral system for screening students who refer themselves and students who are referred by staff or caregivers for suspected drug and/or alcohol use problems.

Self-Referral for Assistance with Substances

When a student recognizes that they have a problem with substance use and requests help with this problem, the school will work as fully as possible with the student to provide therapeutic support. A student who seeks the assistance of any staff member shall be offered educational resources, individual or group counseling, and/or referral to a community agency. Services shall be provided without disciplinary action or activation of BSD's substance use procedures, provided that the student is not in violation of the school policy. **Self-Reporting is hard and is encouraged.** If a student self-reports concerns about their substance use to a trusted adult in the school community, that adult should connect them with the school or district SAP counselor through the mental health referral form.

Early Intervention and Self-Reporting

Because the adolescent brain and body are still developing, they are particularly vulnerable to negative impacts from drug and alcohol use; early intervention is key. Substance use before the age of 18 significantly increases the likelihood of a young person developing a substance use disorder. It is BSD's policy to intervene and provide access and support to students who are suspected of using substances.

If you see signs or hear information that a student may be or are using drugs or alcohol outside of school hours, but you have not witnessed a violation of the BSD policy, fill out your school's mental health referral form so that the student can be connected to the appropriate supports.

Procedures

If a student violates, or is suspected to have violated, BSD's substance use policy, the staff and administrators will intervene following routine procedures below. In situations where extreme violations occur, such as when a student and/or others are in imminent risk of harm, specific actions may be waived by the administrator. Any action taken by waiver of these procedures will be explained in a written report to the Superintendent.

It may not be possible for the steps below to be implemented in the order outlined here. You may also need to implement multiple steps simultaneously. However, **all steps must be implemented, unless it is determined that there was no policy violation.** [A shorter version of these procedures is also available.](#)

Step 1: Staff Intervention & Administration Notification

If staff **suspect** that a student has used a substance recently and/or is currently under the influence:

- If there is concern the student may be under the influence or in medical danger, call the school nurse in addition to the Designated Administrator.
 - *If the student is in imminent medical danger, call 9-1-1 and notify the school nurse and administrator immediately.*
- Do not leave the student alone. Keep this student in staff sight at all times.
- Contact the Designated Administrator to report suspicion and provide a detailed reason for the suspicion.
- Fill out the **school's Student Incident Referral Form.**
- Fill out your school's **SAP Referral Form.**

If staff see a student with or using a substance or paraphernalia:

- Attempt to confiscate substances being used immediately (if safe to do so).
 - It is best to put on gloves before touching any potentially mood-altering substance, device, or drug paraphernalia.
- Do not leave the student alone. Keep this student in staff sight at all times.
- Contact the Designated Administrator to report a violation and provide a detailed description of the incident.
- Fill out your **school's Student Incident Referral Form**.
- Fill out your school's **SAP referral form**.
- Fill out the **BSD Critical Incident Report**.

If staff see unattended drug paraphernalia (e.g., vape pen, cigarette, water pipe) in a place that can be accessed by students:

- Use gloves to remove drug paraphernalia from the area (if safe to do so) and bring it to the designated administrator OR call custodial staff for removal.
 - Many substances are considered hazardous waste and should not be disposed of in regular trash. [Schools must follow VT law for hazardous waste disposal.](#)
- Do not leave the paraphernalia unattended until it has been removed.
- Contact the Designated Administrator to report a violation and provide a detailed description of the incident.
- Fill out the BSD Critical Incident Report.

Step 2: Student Meets with Designated School Administration**

Designated Administrator will:

- Gather information from staff or other students involved to inform next steps and determine if intervention is needed.
- Meet with the student to discuss the situation, gather information, and assess what next steps are needed to support the student and respond to the incident appropriately.
- Determine if a violation has occurred.
- Confiscate any substances and drug paraphernalia.
- Request to search the student's belongings (if the situation meets the criteria listed below). If denied, the student will be sent home for the remainder of the day, in alignment with [BSD's Restorative Code of Conduct](#).
Examples of appropriate reasons to request a search include, but are not limited to:

- A staff member reports they have seen a student with a substance or drug paraphernalia.
- Student, or student's belongings, have a strong odor of cannabis, nicotine, alcohol, etc.
- Multiple students report seeing the student with substances on campus.

Step 3: Wellness Check¹**

If the Administrator has been notified or suspects that a student is currently under the influence of a substance, a wellness check by the School Nurse may be appropriate. While there is no assessment to determine if a student is under the influence within the School Nurse Scope of Practice, the School Nurse can help take vital signs and assess the student for safety/focus level to be in school.

The Designated Administrator and/or the staff reporting the violation should help identify for the School Nurse what in the student's behaviors and/or physical appearance appears out of character for that individual.

If a student discloses that they have used recently or a witness reports seeing student's recent use AND the student needs medical intervention:

- Caregivers will be notified by either the School Nurse or Designated Administrator.
- Appropriate medical intervention is determined and will be consistent with that school's procedures for administering emergency first aid related to alcohol and drug use. This could include:
 - Administering Narcan.
 - Calling 9-1-1 if the student is unstable medically, so the student will be transported via ambulance to the hospital accompanied by two staff members who will stay with the student until parent/guardian arrives to meet the student.

¹ Steps 2 and 3 may be interchanged as needed based on staff availability and circumstance.

- Calling caregiver to bring student home for observation or to connect with primary care provider. (The student **must** be picked up by a designated adult to leave school grounds. Students will not be given permission to leave independently or to drive themselves home if suspected to be under the influence.)
- Bringing student to the School Health Office for ongoing monitoring.

If the School Nurse determines, based on presented information and medical assessment, that the student does not require medical or parental intervention, the student may remain in school.

Step 4: Administrator Intervention and Response Plan Development/Implementation

The Designated Administrator will determine the next appropriate steps based on the situation.

A policy violation Response Plan includes the immediate steps that need to be taken the same day as the violation as well as any additional action steps that will be required in the subsequent weeks/months. Each student will have a designated staff member assigned by the building administrator who will be responsible for monitoring and supporting them with the completion of their Response Plan, including any restorative action steps required. The student can also use the SAP Counselor or School Counselor staff to support them in completing their Response Plan. The response plan should consider the extent of harm caused to the community, as well as include ongoing support for the student.

If there is not sufficient evidence to support that there was a policy violation:

- Notify the student's caregivers of the situation.
- Give the student permission to return to class/school with no further action at this time.
- Designated Administrator will fill out the school's SAP Referral Form to make counseling staff aware of the situation and help them provide additional support as needed.

If there is sufficient evidence to support that there was a policy violation:

- Notify the student's caregivers of the situation.
- Take appropriate medical intervention based on the results of the Wellness Check.
- Develop a Response Plan (below) with the student. As part of the response plan, all students who violate the policy should meet with the SAP Counselor to complete a substance use and mental health needs assessment for further recommendations and support.
- Police intervention - If a student is found with illegal drugs, alcohol, or a substantial quantity of illegal drugs and drug-selling paraphernalia (e.g., baggies, scales), law enforcement will be notified. Confiscated illegal devices or products shall not be returned.

If it is determined that a student has been using substances in school or outside of school, or is in possession of substance use paraphernalia, all students must:

- Be referred to the SAP Counselor for initial substance use screening, assessment, and recommendations for care. If the violation occurred in grades K-5 or at Eagle Bay Academy, consultation with the SAP team can be made.
 - Initial assessments can take from 1-3 sessions, and a student may be referred to participate in additional support services in school or referred for outside treatment and support, depending on level of need.
 - Recommendations for care will be listed in the Response Plan and Student Incident Referral Form.
- Develop a restorative action plan that includes repair for any potential harm caused to people or property
- A safety plan must be created using the [District's approved template](#), which includes random searches upon returning to school.

Students may also need to:

- Complete a substance use-related Learning Pathway that is in line with the violation.
- Complete up to 10 community service hours.
- Lose the privilege of attending school-sponsored activities for a period of time.
- Develop a re-entry plan with a caregiver and staff support.
- Complete an in-school suspension or out-of-school suspension.
- Complete a full drug and alcohol assessment with an outside provider if their team deems this necessary before re-entry to school.

If it is determined that a student was involved in the distribution and/or sale of substances or paraphernalia on school property, the student must complete all action steps in Step 4 (above). In addition,

- Local law enforcement will be notified.
- Student will be suspended from school.
 - The parameters and length of suspension will be based on the severity of the situation and the most effective way to maintain a safe and healthy environment for all students.

Developmentally Appropriate Responses by Grade Level for Each Violation

NOTE: BSD staff are Mandated Reporters. If a student brings substances or paraphernalia they obtained from home into the school it may also be appropriate to make a report to the Vermont Department of Child and Family Services.

	K-5th Grade	7-12th Grade
1st Violation	● Caregiver is notified ● Wellness check by nurse and medical intervention as needed ● Referred to SAP for assessment and follow recommended next steps. ● Complete a learning pathway and follow up meeting ● Complete a restorative action plan.	● Caregiver is notified. ● Wellness check by nurse and medical intervention as needed. ● Referred to SAP for assessment and follow recommended next steps. ● Complete a learning pathway and follow up meeting. ● Complete a restorative action plan. ● Restricted from attending school-sponsored activities for X amount of time without staff supervision until all response plan and re-entry plan details are concluded.
2nd Violation	All the above PLUS: ● Student will be sent home from school with an approved adult and must have a re-entry meeting with the school administration, SAP, and caregivers, which may include a restorative action plan.	All the above PLUS: ● Student will be sent home from school with an approved adult and must have a re-entry meeting with the school administration, SAP, and caregivers, which may include a restorative action plan.
3rd or Subsequent Violation	All the above PLUS: ● Student referred to School Based Health Center or their primary care for drug and alcohol assessment with an outside provider and request for family to share medical information with school ● In or out of school suspension for up to (x) days. ● Safety plan should reflect consideration around student participation in privileges such as after school programs, field trips, athletics, and/or co-curricular activities. ● Student must engage in a reflective, educational project that benefits themselves and the	All the above PLUS: ● Student referred to School Based Health Center or their primary care for drug and alcohol assessment with an outside provider and request for family to share medical information with school ● In or out of school suspension for up to (x) days. ● Safety plan should reflect consideration around student participation in privileges such as after school programs, field trips, athletics, and/or co-curricular activities ● Student must engage in a reflective, educational project that benefits themselves and the school environment. ● The student may be required to attend a hearing before the Superintendent or Reparation Board before re-entry to school. *Occurrences will be cumulative throughout the time a

	school environment.	student is in 6-12 grade.
Sale or Distribution of Drugs/Alcohol* This is illegal. Police must be called.	• Student meets with a police officer with a trusted adult. • In or out-of-school suspension for up to (x) days • Safety plan should reflect consideration around student participation in privileges such as after school programs, field trips, athletics, and/or co-curricular activities. • Student must engage in a reflective, educational project that benefits themselves and the school environment. • The student may be required to attend a hearing before the Superintendent or Reparation Board before re-entry to school.	• Student meets with a police officer with a trusted adult. • In or out of school suspension for up to (x) days • Safety plan should reflect consideration around student participation in privileges such as after school programs, field trips, athletics, and/or co-curricular activities • Student must engage in a reflective, educational project that benefits themselves and the school environment. • The student may be required to attend a hearing before the Superintendent or Reparation Board before re-entry to school.

Step 5: Restorative Re-Entry and Continual Support Plan

All students who have violated the BSD Substance Use Policy must work with their Designated Administrator to develop a plan for reentry that includes repair for any potential harm caused to people or property, and confirms expectations for safe engagement on campus and in school activities. The expectations of reentry are determined by the response plan.

Step 6: Confiscation and Disposal

When any substance use products or devices are confiscated, the building administrator or their designee should complete the [Substance Use Confiscation Data Collection Form](#). The confiscated item(s) should then be locked in the administrator's office, and the Lead School Nurse should be contacted for pickup and delivery to the UVM/Rutgers data project.

Failure to Follow a Response Plan

If a student does not follow their Response Plan, all or some of the following are appropriate responses:

- They must participate in a family conference with the Designated Administrator and the SAP.
- They must complete a learning pathway related to substance use in lieu of in-school support services.
- They must submit to random searches upon returning to school.
- They receive an in-school or out-of-school suspension.
- They are restricted from attending school activities without supervision.
- Legal authorities are contacted.

Three or More Policy Violations

If a student has three or more policy violations, a team including the Designated Administrator, SAP Counselor, family, and other team members as needed must meet to determine an intervention plan for the student that prioritizes support for the student and safety for the school community. Student participation in this meeting should be highly encouraged. Responses could include, but may not be limited to:

- Student must participate in therapeutic support for a determined period of time before returning to school.
- Student is monitored by staff for safety of self or others (for example: bag search daily, escort between classes, designated bathroom, etc.).
- Student will be supported while in the school building by identified team members to maintain safety of themselves and others.
- 2-3 staff are identified as point people for that student.
 - A schedule will be identified for these point people to check in with the student multiple times

throughout the day when the student is in the building.

- Complete a comprehensive outside mental health or substance use assessment.

Prevention Through Education

The superintendent or their designee shall update procedures, training requirements, and educational curriculum in collaboration with SAPs, current substance use research, and other staff as necessary.

Staff Training and Support

BSD acknowledges a responsibility to provide education and training for staff that supports substance use prevention and early intervention. To accomplish this, BSD will ensure the following:

- All BSD Nursing staff complete Drug Recognition training.
- Substance Use & Prevention 101 training will be offered annually for all staff and administration interacting with students (trains on recognizing the signs of youth substance use and the current policy and procedures).
- Designated brief screening and assessment tools for SAPs to use with students, and training to implement them.
- Resources for staff training and development for health and wellness staff to stay up to date on new information and research.
 - i. Drug Impairment Training for Educational Professionals (if provided by state) for SAP Counselors and School Nurses
 - ii. Ongoing professional development

Student Education

To accomplish this, BSD will ensure each school has the following:

- Designated learning pathways to use for education with students who violate BSD substance use policy.
- An alcohol, tobacco, drug education and wellness curriculum that is implemented with all students with specific objectives for each grade level.
- Ongoing opportunities for students that support prevention of substance use and reinforce skills for healthy choices.

Caregiver Involvement and Education

To accomplish this, BSD will ensure:

- Intervention and treatment options for students are accessible to all families.
- There are ongoing opportunities for caregiver education, provided by BSD Student Assistant Program Counselors, that increase substance use prevention knowledge and skill building. This includes, but may not be limited to:
 - A designated page on Burlington School District's website with information about the Student Assistant Program Counselor program and counseling services available to students and families in the district.
 - A designated page on Burlington School District's website with information about local treatment and resources as well as where to get information about supporting health and wellness for young people.
 - Annual workshops, speakers, and other events to bring families together to learn about factors that influence positive development and the supports that help young people succeed.
 - Sharing information about ParentIN Burlington, a resource for Burlington caregivers of tweens and teens to connect them to info and resources about healthy development and prevention of substance misuse, with all families in the middle and high school.

Vaping and Vape Detectors

Vape Detector Placement

If Vape Detectors are installed in the bathrooms of the middle and high schools: Cameras should be strategically placed outside the bathroom entryway. When alarms alert administration, anyone in the bathroom at the time that the alarm goes off should be identified. Vape detectors are not meant to be punitive in measure, but used as a tool to allow SST/administration to help with the process of questioning students in a timely manner to identify who may need substance use support.

1st offense: For those who it is their first time in the bathroom when the alarm alerts, they will be offered a general learning pathway about vaping. Parents/guardians will also be notified of their child's presence in the bathroom when

the alarm went off and encouraged to follow up with their child about the learning pathway. A PowerSchool documentation capturing what was reported by those in the bathroom and who the witnesses were should be completed for tracking purposes.

A learning pathway is key to helping ALL students with their own personal growth towards a healthy lifestyle. We can create a pathway for the student(s) responsible and a pathway for any bystanders/witnesses as well.

2nd offense: For those who it is their second time in the bathroom when the alarm alerts, students will be offered access to SAP Counselors as a resource and will be assigned a more advanced learning pathway about vaping/addiction. (If a student refuses to see the SAP counselor, the administration will work with the SAP Counselor to assess student learning/health needs, determine learning pathways appropriate for individual students, and work with parents to identify outside counseling needs). Families will also be notified of their child's second presence in the bathroom when the alarm went off, informed of concerning behavior patterns, and encouraged to follow up with their child about the learning pathway. A PowerSchool documentation capturing what was reported by those in the bathroom and who the witnesses were should be completed for tracking purposes.

3rd offense: For those who it is their third time in the bathroom when the alarm alerts, the school administrator, School Counselor, SAP counselor, Student Support person, families will come up with a plan of action to support the student and work with the student to design/complete a school project around the effects of vaping, smoking, drinking, or being under the influence to educate peers about addiction.

Learning Pathways

BSD uses the developmentally [appropriate learning pathways](#) to support students involved in a policy violation to increase education and motivation to change. When a student is required to complete a learning pathway, their Designated Administrator or other designated person will guide them through completing the program and complete a follow-up meeting with them. Whenever possible, students should be given a choice of which of the following appropriate staff members they would like to work with:

- Student Assistance Program Counselor
- School Nurse
- School Counselor
- Assistant Principal

Community Involvement

Legal Intervention: The District shall maintain a liaison with the local law enforcement agency for the purpose of obtaining assistance in determining appropriate and effective courses of action when incidents of sales or distribution of substances occur within the school environment.

Community Education: The superintendent or designee will work with school staff and community members to implement an annual plan to inform the community about youth substance use data and issues in accordance with State Board of Education Rules.

Clerical Information

BSD Version:	BSD C2 Procedure
Date Adopted:	September 21, 2026
Legal Reference(s):	20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994) 16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum) 16 V.S.A. §131(9) (Comprehensive Health Education) 16 V.S.A. §1045(b)(Driver Training Course) 16 V.S.A. §1165 (Alcohol and drug abuse) 18 V.S.A. §4226 (Drugs: minors, treatment, consent) 18 V.S.A. § 4237 (Possession and Control of Regulated Drugs) 7 V.S.A. §1001 (Alcoholic Beverages, Cannabis, And Tobacco Definitions) Vt. State Board of Education Manual of Rules and Practices §§4200 -4212.3B)
Policy Reference:	BURLINGTON SCHOOL DISTRICT POLICY CODE C2: STUDENT ALCOHOL, CANNABIS, TOBACCO, AND OTHER DRUGS