

SUBSTANCE ABUSE/STUDENT ASSISTANCE PROGRAM

Actions taken by staff in dealing with student use of alcohol and the use and abuse of tobacco, alcohol and other drugs, including anabolic steroids, will have as their first concern the welfare of the student involved and the other students in the school. Although a helping relationship rather than an investigative and punitive approach will be emphasized, necessary and appropriate disciplinary action will be taken when laws and/or school regulations are violated. Law enforcement agencies and District Student Assistance Program staff will be called upon for investigative and consultative assistance when illegal drug or alcohol activity has occurred.

PREVENTION

The prevention program shall focus on classroom instruction, specialized counseling services and school climate.

INSTRUCTION

This dimension of the prevention program shall focus on:

- A. The effects of addictive substances such as tobacco, alcohol and other drugs upon the physical, social and emotional health and general wellbeing of the individual user, family members, and the community.
- B. Skill development related to self-esteem, goal-setting, decision-making, conflict management, problem-solving, refusal and communication skills.

SCHOOL CLIMATE

A supportive school environment assists all students in achieving in a productive manner (academically, physically, socially and emotionally). The school will strive to be a place where:

- A. Students, staff, and parents feel safe and respect themselves and others.
- B. Individuals can be trusted to do what they say they will do.
- C. High morale and school spirit are evident.
- D. Each person believes that he/she has a voice in the decisions that affect him/her.
- E. All believe that they are continuing to learn and grow.
- F. All value diversity and accept it as an opportunity for growth and development.
- G. All possess a "sense of belonging".
- H. All believe that they can make a difference to someone else.

To this end, each school will develop and implement education, prevention, intervention and support programs that increase the awareness of the effects of substance abuse. At all levels, student support groups and functioning CARE Teams will be used to assist referred students and those concerned about their own substance abuse, students living in families suffering from substance abuse, and students concerned about the substance abuse of others.

INTERVENTION

The goal of the intervention program will be to eliminate use and abuse of tobacco, alcohol and other drugs, including anabolic steroids by students.

To accomplish this goal each school will develop and implement the formation of a CARE Team which has as its' focus the development, management and follow-through of individual student plans directly related to the use and/or abuse of alcohol and other drugs as well as mental and emotional health.

Staff roles for the intervention program are as follows:

- A. Administrators, counselors, selected staff and chemical dependency professionals, and other staff will meet regularly for the purpose of identifying any student(s) who may be in need of assistance. Such staff shall be sensitive to identifying symptoms of substance abuse.

Suspected student(s) will be referred to the CARE Team, consisting of staff members who have exhibited a strong interest in attending to the needs of such students and who are proactive participants.

- B. The CARE Team will meet regularly to review referrals; collect data; make recommendations for services; and maintain a confidential system of record keeping.
- C. Student Assistance staff will coordinate efforts with school counselors and administrators to meet regularly with students individually and/or in small groups to provide specialized counseling for those affected by their own use and/or family member use of alcohol and/or other drugs.
- D. Students returning to school from a school district or community inpatient or outpatient treatment program will be given continuing support by the CARE Team and school/district staff. While the primary aftercare responsibility for students returning from a community treatment program rests with the student, parent and community treatment program personnel, school staff, the student, parent(s) and school district/community treatment personnel will work cooperatively to facilitate the continuing support plan.

PROFESSIONAL DEVELOPMENT

Ongoing professional development will be provided for faculty and staff. Important aspects of professional development will include dimensions of the family illness and dynamics of the addiction process; enabling behaviors; intervention techniques; children in chemically dependent families; student experimentation, abuse and dependency; parental involvement and community resources; prevention issues and strategies; treatment and aftercare support; and implementation of the program into the classroom and building.



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