



Shelton School District
INSPIRE | CHALLENGE | EMPOWER

ADMINISTRATIVE PROCEDURES

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PROCEDURES

INSTRUCTION

Substance Abuse Program

Actions taken by staff in dealing with student use of alcohol and the use and abuse of controlled illegal, addictive or harmful substances 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 or school regulations are violated. Law enforcement agencies will be called upon for investigative and/or consultative assistance where illegal drug or alcohol activity has occurred.

Prevention

The prevention program will be building-based and shall focus on classroom instruction, guidance services and the school climate.

Instruction

Buildings will have segments of the health curriculum, which will address the dimensions of the prevention program as follows:

- A. The effects of addictive substances such as alcohol, drugs and nicotine upon the body.
- B. Skill development related to self esteem, goal-setting, decision-making, conflict management, problem solving, refusal and communication.

Guidance Services

Shelton School District staff and/or Core Team members shall work cooperatively with the Educational Services District #113 Student Assistance Program to provide identification, intervention, referral and treatment services for students. Core Team members will also assist parents to maximize the prevention and intervention efforts of the school.

School Climate

A facilitative school environment can help students to achieve in a productive manner (academically, socially and emotionally). The school shall strive to be a place where:

- A. There is a safe environment for teaching and learning.

- B. Students, staff and parents respect themselves and others.
- C. People can trust each other.
- D. High morale is evident.
- E. There are open lines of communication.
- F. All feel that they are continuing to learn and grow.
- G. All value diversity and accept it as an opportunity for growth and development.
- H. All possess a “sense of belonging”.
- I. All feel like they are a positive contributing member of a learning community.

To accomplish this, the school will encourage the formation of proven programs, Core Teams and any other education activities, and/or prevention promotions that increase the awareness of the use and effects of substance abuse. A continuum of care shall be established to include prevention, intervention, recovery support, and other appropriate treatment to assist students.

Intervention

The goal of the intervention program shall be to eliminate use of alcohol and the use and abuse of controlled, illegal, addictive or harmful substances including anabolic steroid abuse by students. Ongoing in-service training for staff will include under this section: identification and referral processes, current trends, best practices, and identification and utilization of available resources

Staff roles for the intervention program are as follows:

A. Referral to Administration Relating to Substance Use and Abuse

School employees are expected to refer students who display symptoms of substance use, abuse or possession to building administrators if they have sufficient reason to believe any student on school property or at any school sponsored activity:

1. Is under the influence of any illegal substance,
2. Uses any illegal substance,
3. Possesses any illegal substance or its container or drug paraphernalia,
4. Attempts to sell, or give to another student any illegal substance or drug paraphernalia,
5. Attempts to possess, or attempts to persuade another student to possess, use or seek out a source for purchase of any illegal substance or drug paraphernalia,
6. Knowingly remains in an area where the above activities are taking place.

B. Referral to the Core Team

Suspected students shall be referred to the Core Team. Core Teams, comprised of administrators, counselors, selected staff and nurse will be established at each building for the purpose of identifying any student(s) who may be in need of assistance. Such staff shall be trained in identifying symptoms of substance abuse. The Core Teams at the elementary level should consist of at least the principal, counselor, nurse and one other staff member. At the secondary level, the Core Team should consist of at least one administrator, one counselor, and other certificated staff members as appropriate.

The Core Team will meet regularly to review referrals; confer with students and, if warranted, counselors, administrators and/or parents; collect data; make recommendations for services; and maintain a confidential system of recordkeeping, per Policy 3250 (Release of Student Directory Information), and Policy 3600 (Student Records). Parents will be involved before any action is taken.

Students returning to school from a community inpatient or outpatient treatment program will be given aftercare support by the Student Assistance Program. Such students will receive support from an appropriate peer support group so that they may develop a strong sense of bond with other students and the school. Primary aftercare responsibility for students returning from a community treatment program rests with the student, parent and community treatment personnel. School staff, the student, parent(s) and community treatment personnel will work cooperatively to facilitate the aftercare plan.

Corrective Action

If a student appears at school or at a school-sponsored function demonstrating behavior that indicates he/she may be under the influence of a substance or engaged in harmful behavior and/or admits to an administrator that he/she is under the influence of a substance or engaged in harmful behavior, the school will take the following action:

- A. The parents will be notified to arrange for appropriate treatment.
- B. If the student's illegal use of substances is confirmed or the student has engaged in harmful behavior, the school administration may request the assistance of a law enforcement official and/or other appropriate professionals in investigating the source of the addictive substance.
- C. Appropriate school disciplinary action will be taken.

If school authorities find a student in possession of illegal or harmful substances at school, the illegal or harmful substances will be confiscated and turned over to law enforcement officials for investigation and disposal. Appropriate school disciplinary action will be taken by a school administrator regardless of law enforcement action.

If a school administrator receives reliable information concerning sales and use of illegal or harmful substances that will occur outside of school, the information will be reported to law enforcement officials for their investigation.

Program Evaluation

The substance abuse program will be evaluated yearly and a report will be presented to the school board as a product of the evaluation. The report will outline substance abuse issues in the district as determined by such surveys as the 'Healthy Youth Survey', followed by the measures being taken to address the issues, according to the procedures of this policy (prevention, instruction, guidance services, school climate, and intervention).