

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS)

The Board of Education recognizes that the misuse of drugs and/or alcohol is a serious problem with legal, physical, emotional and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal or physical characteristics indicative of having used or consumed alcohol or other substances.

Through the collaborative efforts of staff, students, parents/guardians and the community as a whole, a certifiable comprehensive program shall be developed addressing alcohol and other substances to include the following elements:

Philosophy

The District will use the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

- a) Alcohol, tobacco, and other substance use/abuse is preventable and treatable.
- b) Alcohol and other substance use/abuse inhibits the District from carrying out its central mission of educating students.
- c) The behavior of the Board of Education, the administration, and all school staff should model the behavior asked of students.
- d) While the District can and must assume a leadership role in alcohol, tobacco, and other substance use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents/guardians, students, staff, and the community as a whole.

Primary Prevention

The intent of primary prevention programming is to prevent the onset of alcohol, tobacco, and other substance use by students. The components of this programming shall include:

A sequential K-12 prevention curriculum that provides for:

- a) Accurate and age appropriate information about alcohol, tobacco, and other substances including the physical, psychological, legal, and social consequences of their use/abuse.

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This information is provided by:

1. K-5 classroom teachers; ADAPEP counselors, School counselors, Peaceful People Program, Red Ribbon Week, community organizations and presenters.
2. 6-8 Health educators; ADAPEP counselor, Guidance Counselors, Peaceful People, Red Ribbon Week, Peer Mentoring, community resources and programs.
3. 9-12 Health educators, Intervention Specialist; Guidance Counselors, Student Resource Officer, Peaceful People Peer Advisors, Red Ribbon week, community resources and programs.

- b) Information about the relationship of alcohol and other substance use/abuse to other health compromising behaviors such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide, and dropping out of school.

Primary classroom teachers and Health Educators will use the Health Human Development Curriculum in teaching these concepts. Building principals will insure that all staff use appropriate grade levels of the curriculum and that new staff are trained each year.

- c) Helping students develop appropriate life skills to resist the use of alcohol and other substances and to promote healthy life styles.

It is the shared responsibility of the classroom teacher, ADAPEP counselors, health educators, DARE instructors, intervention specialists, home and career teachers, and various community presenters to teach these life skills.

- d) Helping students identify personal risk factors for alcohol and other substance use/abuse and the steps needed for risk reduction.

The Health educators, ADAPEP counselors, and Intervention Specialists are primarily responsible for this component of prevention, with help from classroom teachers.

- e) Helping students develop a positive self-concept. This is a responsibility of all school personnel.

- f) Helping students identify when they are under stress and how to manage or reduce stress through non-chemical means.

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Services to be provided primarily by Health educators, ADAPEP, primary teachers, counselors, and Intervention Specialist.

- g) Training parents and guardians to use the information and skills necessary to reinforce the components of this policy in the home and community.

The District's school psychologists, ADAPEP counselors, Intervention Specialist, EPIC program, and invited outside agencies will be primarily responsible for this training.

- h) Community education about the issues of alcohol, tobacco, and other substance use/abuse as a basis for providing a consistent message to District youth.
- i) Positive alternatives to alcohol and other substance use/abuse, such as peer leadership programs, service projects, and recreational and extracurricular activities. Such activities will be planned collaboratively with students, parents/guardians, community members, and agencies.

Intervention

The intent of intervention programming is to eliminate any existing use/abuse of alcohol and other substances; identify and provide supportive services to kindergarten through 12th grade students and high risk for use/abuse of addictive substances, relationships, thinking. The components of such programming include:

- a) The ADAPEP counselors and the Intervention Specialist will provide alcohol and other substance use/abuse assessment and counseling services for students and their families when appropriate.
- b) These same persons provide referral sources within and outside the District.
- c) When treatment/counseling is appropriate, staff will identify an appropriate agency and follow the school and agency procedures for making referrals.
- d) Staff will provide and coordinate services for the student who is in treatment and continue to do the same for an effective after-care program.
- e) Staff, with the assistance of other trained school personnel, will provide to the extent possible individual and group counseling for those students who need either or both.

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Students

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- f) Parent Groups associated with the individual schools will participate and take active roles in providing education to parents/guardians throughout the District;
- g) Confidentiality.

Employee Assistance Program

The East Syracuse-Minoa Central School District has an Employee Assistance Program (see Policy #6560).

Disciplinary Measures

Disciplinary measures for students found to have used or to be using, in possession of, selling, or distributing alcohol and/or other substances and for students possessing drug paraphernalia are outlined in the District's Student Bill of Rights and Responsibilities. Similar disciplinary measures for District staff are addressed in Education Law Sections 171(5)(3), 913, 2508(5), and 3020-a.

Students disciplined for any of these infractions will be directed to the intervention services established by this policy, or in the case of District staff, may be referred to the Employee Assistance Program.

Staff Development

The Board of East Syracuse-Minoa recognizes that if the administrative, instructional and non-instructional staff are to be responsible for understanding, implementing, and modeling this policy, they should be trained in the components of effective alcohol and other substance abuse prevention programs. Staff training is an on-going process including the following:

- a) For all staff:

All staff members will be offered alcohol and drug prevention education through such programs as formal workshops, meetings and internal newsletters and notices. Appropriate personnel in each building are responsible for coordinating continuing training such as: (a) an understanding of why individuals use and abuse alcohol and other substances, (b) their role in implementing this policy including how to identify students who exhibit high risk behaviors or who are using/abusing alcohol and other substances, and how to refer these students to appropriate services.

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- b) Additionally, all teachers are updated on a regular basis about the knowledge and skills necessary to implement District curriculum.
- c) It is essential that all prevention and intervention staff have the proper training for their specific jobs.

Implementation, Dissemination, and Monitoring

The Board of Education charges the Superintendent to collaborate with District staff, parents/guardians, students, community members, organizations, and agencies, including alcohol and other substance abuse service providers, in developing the specific programs and strategies necessary to implement this policy.

Upon adoption, copies of this policy will be reviewed with all District staff and distributed to students, parents/guardians, and community.

The Superintendent is responsible for providing the Board with an annual review of this policy, the programs and strategies in implementing it, and his or her recommendation for revisions in the policy.

During the first semester of each school year, administrators and supervisors will apprise all staff members of pertinent information concerning controlled substance abuse prevention. Knowledgeable personnel will clarify District policies and regulations, outline instruction in the identification of commonly used controlled substances and offer explanation of effective approaches which can be used in dealing with students. New employees will receive similar information as part of the orientation process.

Drug-Free Schools and Communities Act
Amendment of 1989
(Public Law 101-226)

NOTE: Refer also to Policy #6150 -- Alcohol, Drugs and Other Substances (School Personnel).

Adopted:
Amended: 08/25/03