

SCHOOL DISTRICT OF BONDUEL
Board Policy -- Student Assistance Program (SAP)

Introduction

The Bonduel Student Assistance Program is an integrated student/parent/school/community effort designed to help students who are having difficulties in their lives. The program strives to help students in a confidential and caring way so that students can take better advantage of their educational opportunities by dealing more effectively with their problems.

Philosophy

The School District of Bonduel recognizes that students are experiencing an increasing number of personal, behavioral and/or chemical substance (alcohol, drugs and tobacco) abuse problems which can adversely affect their development, behavior or academic performance. The School District of Bonduel regards alcohol and other drug abuse, addiction or dependency as other types of personal, behavioral and/or health problems. The district becomes concerned when any of these problems occur repeatedly and/or jeopardize the health, safety, welfare, educational process or rights of either the affected student, other students or personnel. The School District of Bonduel believes that along with the community, parents and students, the school has a role in educating, assisting and supporting students who develop, or at risk of developing, personal, behavioral and/or chemical substance abuse. The District recognizes that early identification and referral to appropriate interventions are needed to lessen the impact of these problems on student development, student academic progress, their family, their school, and their community.

POLICY STATEMENT

The School District of Bonduel wishes to cooperate with parents and other segments of the community to support students in making responsible decisions, including those regarding alcohol and drugs, and to assist students who are experiencing personal problems. To this end, the School District of Bonduel establishes a Student Assistance Program to provide AODA education, referral, prevention activities and support to students along the following guidelines:

1. This policy does not alter or replace existing administrative policy, disciplinary procedures, contractual agreements, or state or federal laws, but serves to assist their utilization.
2. Help under the Student Assistance Program is extended to all students and their immediate family members, at either's request and with the assurance of confidentiality.
3. The responsibility to maintain satisfactory levels of academic performance and acceptable levels of general conduct remains with the student at all times, whether in school, on school grounds, or at school-sponsored events. If school performance falls below satisfactory level and/or conduct becomes unacceptable, the student may be given the choice of:
 - a) improving performance and/or conduct through self-discipline,
 - b) accepting academic assistance and/or the appropriate discipline, or
 - c) accepting help through referral to the Student Assistance Program.

4. The Student Assistance Program staff will attempt, by consulting with the student, to arrive at the probable cause of the performance and/or behavior problem. They may provide educational support and recommend referral to the appropriate source of care in the community or school, in consultation with the Student Assistance Program Team Chairperson, the principal, the pupil services director, the school psychologist, the guidance counselor, and/or the student's parents or guardians.
5. When a student is involved with the Student Assistance Program and is cooperative in addressing his/her problem and is in compliance with the Student Discipline and Attendance Policies, the student should be encouraged to continue in the regular school setting and in any special programs.
6. Students involved in school activities who violate the AODA policy by using alcohol or other drugs will be given the option of accepting the consequences as outlined in the Policy or reducing those consequences by participating in the Student Assistance Program. Any reductions in consequences may be revoked whenever a student fails to demonstrate compliance with expectations of or satisfactory progress in the Student Assistance Program as determined by the SAP Team. Subsequent violations of the AODA policy for alcohol or other drug use will be regarded as a second offense.
7. All school staff members are encouraged to refer to the Student Assistance Program:
 - a) any student who exhibits a definite and repeated pattern of unacceptable conduct or unsatisfactory performance which does not respond to usual and customary attempts to correct it;
 - b) any student who violates a school rule, or state or federal statute;
 - c) any student exhibiting signs, symptoms or indications of the presence of a personal problem, including an alcohol or drug-related problem;
 - d) any student whose self-disclosed problem and/or behavior places them or others at risk or in imminent danger.
8. If a student seeks help through the Student Assistance Program, information received from the student will be kept confidential by Student Assistance Program staff except when it appears that serious or imminent danger could occur or when a child is being neglected or abused. (See Bonduel Public Schools -- Child Abuse and Neglect Reporting Policy)
9. No records of the student's participation in the Student Assistance Program will become part of the student's permanent record. The fact of a student's participation in the program will be held strictly confidential and will be subject to state and federal regulations regarding confidentiality and the release of information.
10. Parents will be informed of their child's need for involvement in the Student Assistance Program in cases of drug or alcohol violation.
11. Parents of all students will be given the opportunity to refuse to allow their child to participate in the Student Assistance Program.

12. At all times it is the prerogative of the student and/or family to accept or reject referral to the Student Assistance Program or to an outside agency. Regardless of whether referral is accepted or rejected, it still remains the student's responsibility to maintain satisfactory levels of performance and acceptable levels of conduct or face such corrective and/or disciplinary actions as may be warranted.
13. The Student Assistance Program provides for preliminary screening of student problems, information to parents and students regarding resources available to meet their needs, and referral, if appropriate. Costs for diagnostic and treatment services outside the school are the responsibility of parents or guardians. The school district will not be financially responsible for the paying of fees incurred through the utilization of services not normally provided by the school.
14. Evaluations concerning satisfactory progress in the Student Assistance Program will be made by the Student Assistance Program Team in consultation with the building administrator, support group facilitators, Student Assistance Program Team Chairperson, and involved teachers.
15. The responsibility for operating the Student Assistance Program will be in the hands of the Student Assistance Program Team Chairperson in consultation with each building administrator (or his/her designee) and members of the SAP Team who will work together to interpret the district's policy to students, staff, parents and the community.
16. Final decisions regarding disciplinary action and the consequences of other violations of this policy will be made by the building administrator in consultation with the Student Assistance Program Team Chairperson and other members of the SAP Team.
17. It shall be the responsibility of the SAP Team Chairperson and SAP Team in consultation with the district Staff Development Council to suggest what staff training and inservice may be necessary for the implementation of SAP procedures.
18. The Board of Education will yearly review the resources needed for personnel and training necessary for the implementation of this policy.
19. This policy will be reviewed and revised on an annual basis by the SAP Team Chairperson in consultation with staff, students and parents.
20. The Student Assistance Program will abide by the following chemical substance abuse policy :

(Current AODA policy is being reviewed.)

SAP ROLES AND RESPONSIBILITIES

The organization of the Bonduel district-wide Student Assistance Program requires the following designated roles and responsibilities:

1. AODA Coordinator

- * Responsible for coordinating all AODA programs at all levels in the school district, including applications, budgets, and budget control for regular and discretionary programs, AODA awareness-raising and prevention-promoting events.
- * Specific to the Student Assistance Program, the director will:
 - Assist the Student Assistance Program Coordinator in developing, implementing and managing a comprehensive Student Assistance Program.
 - Identify issues for inclusion on the agenda of SAP Team.
 - Oversee the design and implementation of program evaluation.
 - Consult with other Student Assistance Program staff regarding student needs.
 - Participate in SAP team meetings.
 - Report regularly to the Board of Education and District Administration on the status of the AODA program.

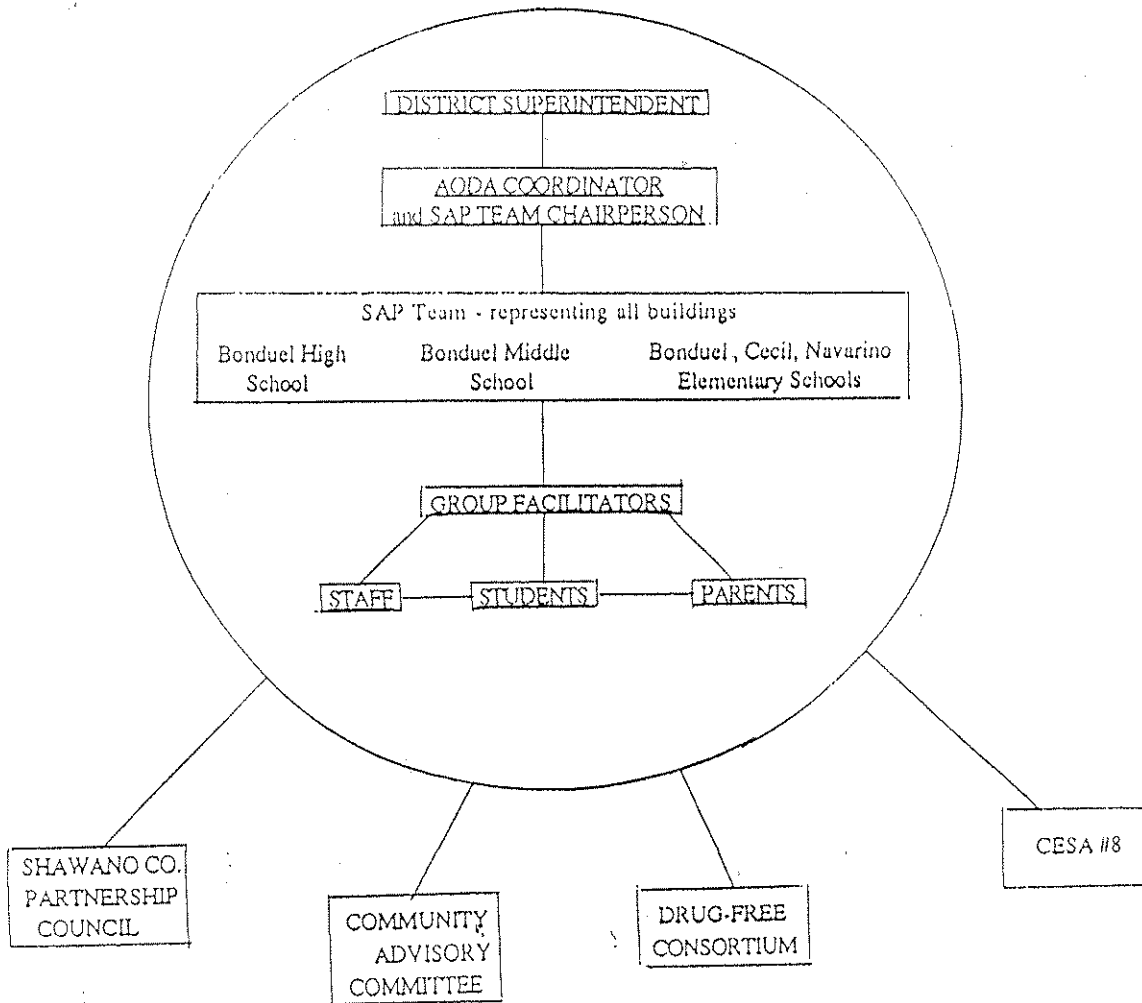
2. Student Assistance Program Team Chairperson

- * Coordinate the development, implementation and management of a district-wide Student Assistance Program, including the writing and updating of policies and procedures.
- * Monitor the functioning of support groups, including scheduling; the selection, training and performance of group facilitators; and assisting facilitators in areas of difficulty; co-facilitate when needed.
- * Identify SAP Program training needs and promote training as needed, will serve on the district staff development council.
- * Assist with AODA prevention activities.
- * Write SAP grant applications/reports as needed.
- * Coordinate SAP budgets.
- * Establish system to evaluate program effectiveness on an annual basis; keep statistics on the utilization of the program.
- * Establish Advisory Council and incorporate feedback from this group into the Student Assistance Program.
- * Meet regularly with SAP Team, group facilitators, Advisory Council, students and other involved people.
- * Accept referrals from staff, students and concerned others and collect other information that is relevant to the referral.
- * Assist in screening the nature and scope of personal problems in students referred, and meet with SAP Team to plan appropriate form of assistance.
- * Determine appropriate placement in groups; monitor student's progress.
- * Establish and maintain referral systems with area service agencies.
- * Maintain separate confidential records of students referred to the Student Assistance Program.
- * Develop and maintain resource files on student assistance topics; serve as resource person for students and staff.

- * Plan and coordinate special SAP activities such as Peer Helper group, staff inservices, parent education, and parent networks
 - * Maintain regular public relations contacts to keep community informed of the Student Assistance Program.
 - * Design and produce SAP educational materials as needed (brochures, posters, etc.).
 - * Represent the Bonduel Student Assistance Program at local, district, state and/or national meetings and conferences.
 - * Perform other duties as may, from time to time, be assigned or recognized by the district superintendent.
3. SAP Team Members
- * Assist in the implementation, operation, maintenance and evaluation of the Student Assistance Program.
 - * As member of team, help plan course of action for students referred to the program.
 - * Meet regularly with Student Assistance Program Team Chairperson.
 - * Provide input into development of resources for the Student Assistance Program.
 - * Participate in inservices and other professional development related to AODA issues.
 - * Advocate the Student Assistance Program.
4. Group Facilitators
- * Facilitate groups.
 - * Plan group activities.
 - * Monitor student progress in group ; report to Student Assistance Program Team Chairperson.
 - * Attend facilitator meetings and further inservices related to AODA issues.
5. Staff
- * Understand and support the Student Assistance Program.
 - * Participate in inservices related to AODA and SAP issues.
 - * Observe students; make referrals to the Student Assistance Program when appropriate.
 - * Report observed/witnessed incidents of AODA-related behavior to the appropriate administrator.
 - * Participate in program evaluation.
6. Students
- * Understand the purpose of the Student Assistance Program and use as a source of education and/or support.

ORGANIZATION OF STUDENT ASSISTANCE PROGRAM

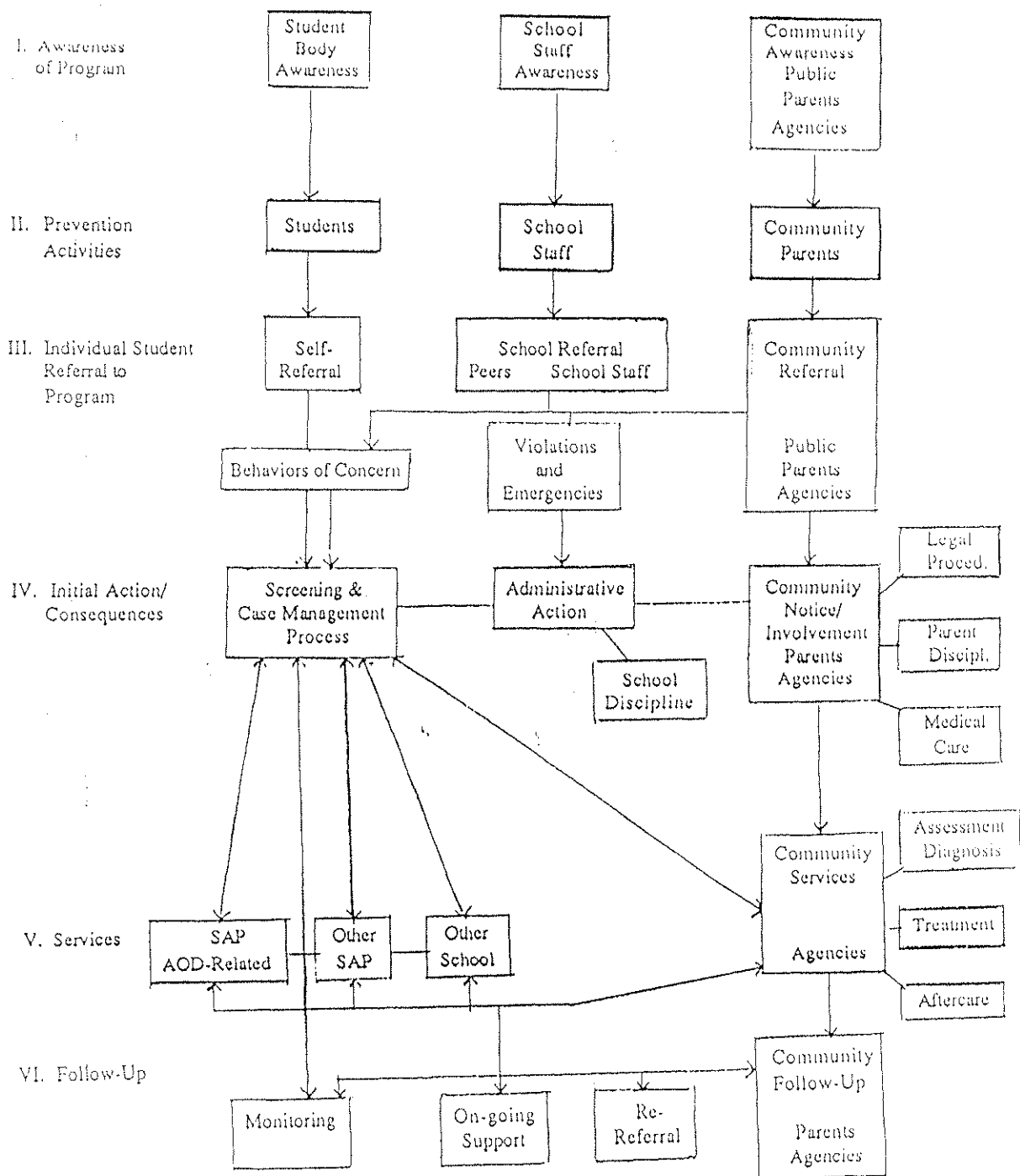
School District of Bonduel



PROCEDURES

Procedures for the Student Assistance Program have been developed using as a guide the model developed by the Wisconsin Department of Public Instruction:

STUDENT ASSISTANCE PROGRAM



I. Awareness of Program

Students will be made aware of the Student Assistance Program initially through small group presentations in the classrooms. Subsequent awareness activities will be scheduled regularly throughout the school year and will include assemblies, promotion via bulletin boards, posters, publicity to the community, and availability of educational materials in the form of brochures, pamphlets and library resources. An explanation of the Student Assistance Program will be written by the SAP Team and included in the Student Handbook.

Staff will be introduced to the Student Assistance Program through informational meetings and optional inservice experiences on AODA and other SAP issues. An annual inservice will be presented by the SAP Team and held at the beginning of each school year to provide further awareness and education on SAP issues. Additional awareness of the program will be acquired by staff members who are present at the activities planned for, or by, the students (i.e., Peer Helper, SADD). Staff will also have available resources in the guidance offices and in the library. Further training of staff as facilitators will also increase staff awareness.

Additional awareness of the program will be acquired by staff members who are present at the activities planned for, or by, the students (i.e., Peer Helper, SADD). Staff will also have available resources in the guidance offices and in the library. Further training of staff as facilitators will also increase staff awareness.

Parents will be informed of the Student Assistance Program by SAP Team Chairperson meetings with parents, a special letter, brochure about the Student Assistance Program, and a disclaimer which will need to be signed if parents do NOT want their child(ren) involved in a group.

Publicity for continued awareness of the program will occur as newsworthy events occur. The brochure about the program will be available at Community Service agencies. Special presentations about the Student Assistance Program will be made to local groups upon request.

II. SAP Prevention Activities

SAP Prevention activities will include students, school staff and community/parents by providing:

A) <u>Students</u>	B) <u>School Staff</u>	C) <u>Community/Parents</u>
Peer Helper Training	Inservices, workshops	Parent Network
Teen Institutes	Individual SAP Policy	Parent - School Meetings
Support Groups	Handbooks	Presentations
Speakers	Participation on SAP	SAP Parent Training
Resource Materials	Team and Advisory	Participate on Advisory
Representation on	Council	Committee
Advisory Committee	Co-facilitate Support	Resource Materials
	Groups	
	Resource Materials	

III. Individual Student Referral to the Program

Any student may be referred to the Student Assistance Program through one of the following avenues:

1. Self Referral -- Students may voluntarily seek information for a problem by contacting the Student Assistance Program directly. If students discuss their own alcohol or other drug use or someone else's use, they are protected by Wisconsin statutes (118.126) which guards the confidentiality of this information. Other staff members in whom students may confide should also encourage follow-up with SAP personnel.
2. Peer Referral -- Some students may wish to seek information for one of their peers. This will be handled in the same way as self-referral. Students seeking this type of information should be assured of the complete confidentiality and anonymity governing such conversations. If students confide in a staff member, this information may be passed on to the SAP personnel after evaluating its reliability.
3. Staff Referral -- Staff members may note a definite pattern of declining school performance and/or unacceptable conduct which may indicate a personal problem, including harmful involvement with alcohol and other drugs. Staff has two options in such cases. First, they may wish to confront the student directly with their observations and concern. During the discussion, the staff member should indicate that he/she is going to share these concerns with the Student Assistance Program Team. Some staff will feel uncomfortable with directly confronting the student and may wish to make a referral directly to the Student Assistance Program. Before making a formal referral, staff can discuss their observations with Student Assistance Program personnel.
4. Referral As a Result of Emergency or AOD - Specific Violation -- In the case of a medical emergency that indicates that there is a behavioral, personal or health problem (such as alcohol intoxication, drug overdose, suicide attempt (See Bonduel Public Schools -- Suicide Prevention Policy), emergency measures need to be followed. Once the medical emergency is resolved, the student will be referred to the Student Assistance Program upon returning to school. Whenever AOD - specific violations of law or school policy are actually observed by a staff member, he/she should immediately confiscate any evidence and ask the student(s) to accompany him/her to the office. Referral is made to the administrator, who will take immediate disciplinary steps and involve the Student Assistance Program personnel.
5. Family Referral -- Family members are also encouraged to obtain information and/or assistance for a student by contacting the Student Assistance Program.
6. Community Referral -- Persons or agencies (police, social services, clergy) who have contact with the student and/or family may, with permission of those involved, refer the student to the Student Assistance Program to enlist additional support.

IV. Initial Actions/Consequences

Referrals must be properly documented using the appropriate forms, after which the follow-

ing procedures will be undertaken:

1. Self Referral of Peer Referral (listed in chronological order)

- (1) The guidance counselor, SAP building representative or staff member will complete the Student Assistance Referral Form based on the information provided by the student and submit it to the Student Assistance Program Team Chairperson.
- (2) The Student Assistance Program Team Chairperson or designee will begin the initial screening process by taking the following steps:
 - a. Contact staff who work with the student on a regular basis, ask them to fill out and return the Student Assistance Program Request for Information Form;
 - b. Review performance, attendance, disciplinary records;
 - c. Conduct one or more screening interviews with the student; for grades K-8, this screening interview will be conducted informally by teachers who have significant contact with the student, with the information being conveyed through the referral forms;
 - d. Contact parents and/or other family members in cases where appropriate; otherwise document reasons for not doing so at this time;
 - e. Summarize data using the Student SAP Screening Summary Form.
- (3) Following the initial screening, one or more of the following recommendations may be proposed:
 - a. No apparent personal or performance problem at this time or problem has been resolved; no further action necessary at this time;
 - b. No apparent alcohol/other drug-related problem at this time; however, referral to other in-school service is indicated;
 - c. Further screening by the SAP Team Chairperson is needed;
 - d. The student needs to satisfactorily complete an in-school support group, after which additional recommendations may be made;
 - e. The student requires referral to an outside agency for a professional assessment.
- (4) The Student Assistance Program Team Chairperson or designee will hold a SAP Team conference in order to review screening recommendations and formulate a plan.
- (5) The SAP Team Chairperson or designee will meet with the student (and parents, when appropriate) to convey recommendations. For students in grades K-8, this meeting will take place with a teacher who has been designated by the SAP Team.
 - a. If recommendations are accepted, the Student Assistance Program Team Chairperson will maintain an accurate record of the student's progress to determine satisfactory or unsatisfactory completion of an compliance with program recommendations.
 - b. If recommendations are not accepted, the student (and his/her parents) will be informed that it still remains the student's responsibility to maintain satisfactory levels of performance and acceptable levels of conduct or face such corrective and/or disciplinary actions as may be warranted.

2. Staff Referral (listed in chronological order)

- (1) The staff member will take one or more of the following steps:
 - a. Confer with the Student Assistance Program Team Chairperson or designee

- b. Complete and submit a Student Assistance Program Referral Form (unless the referral is made verbally, in which case the Student Assistance Program Team Chairperson can fill out the referral form based on the information provided);
 - c. Conduct a referral interview with the student.
- (2) The Student Assistance Program Team Chairperson or designee will begin the initial screening process by taking the following steps:
- a. Contact staff who work with the student on a regular basis, ask them to fill out and return the Student Assistance Program Request for Information Form;
 - b. Review performance, attendance, disciplinary records;
 - c. Conduct one or more screening interviews with the student; for grades K-8, this screening interview will be conducted informally by teachers who have significant contact with the student, with the information being conveyed through referral forms.
 - d. Contact parents and/or other family members in cases where appropriate; otherwise document reasons for not doing so at this time;
 - e. Summarize data using the Student SAP Screening Summary Form.
3. Referral as a Result of Emergency (listed in chronological order)
- (1) The staff member confronted with the emergency will immediately observe the following guidelines:
- a. The staff member will not leave the student alone, seeking the assistance of other staff or students;
 - b. Contact the building administrator immediately;
 - c. Administer resuscitation if needed;
 - d. Attempt to calm and reassure student.
- (2) The building administrator will determine additional needs and will take the following steps:
- a. Remove the student from the building for emergency medical attention (i.e., contacting emergency medical services, paramedics, police, or ambulance services);
 - b. Contact parents and/or guardian to inform them of circumstances and of facility to which student has been taken;
 - c. Following emergency care, the school will follow the policy and procedure for Staff Referral.
4. Referral as a Result of Witnessed AOD -- Specific Violation (listed in chronological order)
- (1) The staff member will take the following steps:
- a. Inform the student of the observed violation;
 - b. Obtain the student's name;
 - c. Ask the student to accompany him/her to the principal's office, to a police officer, or to the official in charge of the event.
 - d. Confiscate the chemical and/or evidence of its use;
 - e. Take note of others who may have witnessed the behavior;
 - f. Report the incident and details relating to alcohol/drug use to the building administrator, documenting the incident appropriately.

- (2) The building administrator will take the following steps:
 - a. Suspend the student in accordance with school policy for first or second offenses, pending a reinstatement conference with the student and parents;
 - b. Notify parents of the suspension and schedule a reinstatement conference;
 - c. Explain to parents any conditions for reinstatement;
 - d. Notify the Student Assistance Program Team Chairperson of the suspension, of the circumstances involving chemical use, of staff witnessing the incident, and of the reinstatement conference.
 - e. Notify local law enforcement authorities of the alleged violation, turning over to them confiscated materials.
- (3) The Student Assistance Program Team Chairperson or designee will begin the initial screening process by taking the following steps:
 - a. Contact the staff member making the referral;
 - b. Contact other staff who work with the student on a regular basis;
 - c. Review the student's performance, attendance, and disciplinary records, including any past history of AODA offenses or contact with the Student Assistance Program.
 - d. Contact parents and/or other family members;
 - e. Make recommendations to the appropriate administrator;
 - f. Help the administrator plan the reinstatement conference.
- (4) The building administrator will take the following steps:
 - a. Notify concerned persons of the reinstatement conference and encourage them to attend, including the Student Assistance Program Team Chairperson, the student, parent(s), other concerned persons from the school or community;
 - b. Chair the reinstatement conference;
 - c. Explain to parents and the student the school's policy on chemical use;
 - d. Explain to parents and the student the conditions for reinstatement, which could include taking part in a screening process in the school and/or in the community and agreeing to follow initial recommendations.
 - e. Explain to the student and parents the conditions under which suspension or expulsion will be held in abeyance, or under which extra curricular privileges will be restored.
 - f. If the student/parents reject referral to the SAP, implement standard disciplinary measures.
 - g. Notify the coach and/or other advisors of extracurricular activities in which the student may be involved.
- (5) The Student Assistance Program Team Chairperson will conduct one or more screening interviews with the student and will propose one or more of the following recommendations to the SAP Team:
 - a. No apparent personal or performance problem at this time, or problem has been resolved; no further action necessary at this time;
 - b. The student needs to satisfactorily complete an in-school support group, after which additional recommendations may be made;

- c. The student requires referral to an outside agency for professional assistance.
- (6) The SAP Team Chairperson or designee will hold a SAP Team Conference in order to review screening recommendations and formulate a plan.
- (7) The SAP Team Chairperson or designee will meet with the student (and parents, when appropriate) to convey recommendations. For students in grades K-8, this meeting will take place with a teacher who has been designated by the SAP Team.
 - a. If recommendations are accepted, the SAP Team Chairperson will maintain an accurate record of the student's progress to determine satisfactory or unsatisfactory completion of and compliance with program recommendations.
 - b. If recommendations are not accepted, the student (and his/her parents) will be informed that it still remains the student's responsibility to maintain satisfactory levels of performance and acceptable levels of conduct or face such corrective and/or disciplinary actions as may be warranted.

5. Parent Referral

- (1) In general, the SAP staff will follow the procedures for Staff Referral. The SAP Team Chairperson may wish, upon initial contacts, to explore resources which might be helpful to the referring person(s).

6. Agency Referral (listed in chronological order)

- (1) The school will most likely be contacted by community agencies because of a witnessed use situation. If school policy was violated, the SAP staff will proceed according to Witnessed AOD - Specific Violation procedures. If school policy was not violated, the referral will be handled according to Staff Referral procedures.
- (2) For students involved in treatment for non-AOD reasons and in need of in-school support, referral will be handled in the following manner:
 - a. Information usually obtained through the screening process will be requested from the referring agency, provided that the student and/or parents have signed a release of information.
 - b. The SAP Team Chairperson or designee will hold a SAP Team Conference in order to review agency's request and formulate plan.
 - c. SAP Team Chairperson or designee will meet with the student (and parents, when appropriate) to convey recommendations. For students in grades K-8 this meeting will take place with a teacher who has been designated by the SAP team.
 - 1. If recommendations are accepted, the SAP Team Chairperson will maintain an accurate record of the student's progress to determine satisfactory or unsatisfactory completion of the compliance with program recommendations.
 - 2. If recommendations are not accepted, the student (and his/her parents) will be informed that it still remains the student's responsibility to maintain satisfactory levels of performance and acceptable levels of conduct or face such corrective and/or disciplinary actions as may be warranted.
- (3) Students returning from a chemical dependency treatment program, the SAP Team Chairperson or designee will take the following steps:
 - a. Seek to be involved in the discharge planning process or to have access to its recommendations;
 - b. Conduct a re-entry meeting with the student's classroom teachers to clarify short-

term and long-term expectations for school performance;

- c. Meet with the student and/or parents to clarify their expectations upon the student's return to school;
- d. Communicate to the student and family the school's recommendations for a support program (e.g., attendance in a Recovery Support Group, simultaneous use of AA/NA/GA in the community, follow-up with aftercare counseling, etc.)

IV. Services

There are various types of services offered within the school setting for students experiencing behavioral personal and/or health problems. One type includes guidance and counseling services that are available to assist students and their families with testing and individual counseling for personal or school needs.

Another type of service are special education interventions, including assessment, SE program placement, and SE instruction.

A third type of services are those provided by the SAP. In addition to AODA screening, education, prevention and referral, one focus of the SAP is to offer educational support for a specific problem through group process. Types of groups may include (but are not limited to) new student groups, coping skills groups, family issues groups, chemical awareness groups, and other AOD - specific groups. Depending on the nature of the group, they may meet for between 4 to 12 sessions for one class period per week or bi-weekly. Most groups are set up to meet during the students' study hall, lunch, P.E. or activity period. There is some variability in this based on schedules and structures for each building. The group size varies according to student needs and preference of the group facilitators. Parent permission for participation in elementary support groups will be obtained prior to involvement in the groups. Students in grades 6-12 will be encouraged to discuss their involvement in support groups with their parents. Only those staff members who have specific training and/or experience in facilitating student groups will be allowed to do so. These facilitators, assisted by the SAP Team Chairperson, will develop ground rules and curriculum for their groups. They will also monitor attendance and evaluate the progress of the individual group members.

Other services of the SAP include developing peer helper groups, providing parent education, and increasing staff knowledge and skills needed to teach students with SAP issues.

V. Follow Up -- Individual students will have follow-up in one or more of the following ways (depending on age and grade level):

1. Students in support groups will fill out a Self-Evaluation Form on each student in the group.
2. Co-facilitators will also fill out an Evaluation Form on each student in the group.
3. Performance, attendance and disciplinary records will be reviewed by the SAP Team Chairperson and compared with data gathered prior to the student's involvement in the SAP.

4. When indicated, the SAP Team Chairperson or designee will meet with the student (and/or the student's parents or teachers) to determine the need for further assistance.

Follow-up will also include collecting and recording data for the program for purposes of monitoring and evaluating program effectiveness.

VI. Additional Procedures

1. No records of the student's participation in the SAP will become part of the student's permanent record or cumulative file. Diagnostic labels such as "drug abuser" or "chemically dependent," in addition to pejorative labels, are never meant to be used in documents referring to a student or in conversation about the student with third parties by any staff member.
2. The use of prescription medications is to be construed as an exception to this policy when used *by the individual* for whom they are prescribed, when used in the manner and amounts prescribed, and when used in accordance with other school policies governing student medications.
3. The Board of Education's protection from liability will be extended to all designated staff to the extent that they act in accordance with this policy and observe the procedures consistent with it established within their respective buildings, and Wisconsin Statute 118.26 dealing with confidentiality.

Adopted: April 5, 1993