

**THERAPEUTIC PROGRAMS FOR PUPILS INVOLVED IN  
THE USE OF DRUGS AND ALCOHOL**

The Holmdel Township Board of Education through its Superintendent of Schools, shall establish a comprehensive program for prevention, intervention and treatment of students with alcohol and drug-related problems as well as problems in dealing with school, peers, family and other personal situations.

By utilizing the financial resource and expertise of personnel in the school district and various service organizations at the local, county and state level as well as the public educational and health agencies at the county and state level, the Board of Education shall provide the most appropriate services for its students.

The components of the student assistance counseling program conducted by the Holmdel Township Public Schools will include:

1. **EDUCATIONAL AWARENESS**

Education must be provided at all levels regarding the chemical abuse issue. It must encompass programs for district administrators and faculty as well as staff. A minimum one hour-long inservice program will be conducted annually.

2. **PRIMARY PREVENTION**

The development and implementation of a comprehensive curriculum is one strategy to be utilized in the Holmdel Township Public Schools to prevent chemical use and other programs from occurring as well as to identify existing problems. The school curriculum for kindergarten through twelfth grade is to include but not be limited to alcohol and drug information, decision making skills, coping skills, interpersonal relationships, group relationships and self-concept, and conflict resolution, which can be taught as sequential units in health classes and integrated into other subject areas as appropriate.

The curriculum will be taught by appropriately certificated personnel. Its implementation will be monitored and evaluated in accordance with district policies and procedures and it will be revised at regular intervals as necessary to meet the needs of district students.

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At Holmdel High School, a drug and alcohol education unit shall be incorporated into the health education curriculum in accordance with Department of Education guidelines.

At the district's elementary and middle schools, drug and alcohol education will be provided in ways appropriate for the pupils' age, maturity and grade level in accordance with Department of Education guidelines.

3. **SECONDARY PREVENTION**

Strategies for intervening with alcohol and drug problems as well as for problems relating to school, peers, family and other personal areas will include referrals by the students themselves, faculty, staff and parents in addition to "mandated referrals" such as those which occur when a student has been suspended or has been the recipient of disciplinary action as a result of drug or alcohol abuse.

These intervention strategies are directed at students with early substance abuse or other behavior problems. The intervention strategies are essentially reactive and involve remediating problems that might otherwise lead to more destructive behavior.

A student, suspended from school for substance use on school grounds or at a school-sponsored function, will be required to meet with the school's Student Assistance Counselor a minimum of two times upon his/her return to school.

If regular use or abuse of alcohol or other drugs has already been documented, the intervention strategy chosen will include service by the Student Assistance Counselor with possible recommendations for service from other appropriate individuals and/or agencies. Parental cooperation is essential and expected.

Intervention strategies may include, but not be limited to:

- a. Alcohol/Drug Education
- b. Assessment/Diagnosis/Referral
- c. Crisis Intervention
- d. Peer Counseling/Peer Group Process
- e. Individual Counseling
- f. Family Counseling
- g. Group Counseling
- h. Alternative School Environment
- i. Self-Help Programs (i.e., AA, NA, Ala-teen)

The "Core Team Concept" has been developed and implemented in the Holmdel Schools and will function as follows:

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- a. The Core Team will be composed of five members and will include a Principal or Assistant Principal, a guidance counselor, a school nurse, a teacher and the Student Assistance Counselor. The Core Team will be thoroughly oriented to the drug and alcohol situation, the Student Assistance Program method and functions, and community resources.
- b. The Core Team will meet on a regular basis to discuss students who have been identified or referred to it through disciplinary, guidance or staff members. Determinations are made regarding necessary steps to intervene in the student's behavior problems based upon agreement of Core Team members and community services available. The Core Team facilitates and assists in making appropriate referrals for evaluation, treatment and after care of identified students.
- c. The Core Team will establish relationships with community agencies including but not limited to the family court system, private providers, youth service agencies and the Monmouth County Board of Alcohol and Drug Abuse Services.
- d. The Core Team will organize and provide inservice training of school district staff regarding the roles of the Core Team and Student Assistance Program.

4. **TERTIARY PREVENTION**

Treatment services are directed toward students who are recognized drug and/or alcohol abusers. Such services can restore health through a variety of medical and/or psychological measures. Treatment services are either inpatient, residential (hospital, therapeutic community); or outpatient, non-residential. Counseling, psychotherapy, chemical maintenance and other services may be available to students within either setting. The treatment setting and methods used will be determined on the basis of a comprehensive assessment and diagnosis of the individual's problems and needs. Treatment services are generally prolonged, intensive and provided by medical or psychological professionals. The school personnel will not provide treatment services, but will refer a student to community agencies through its Student Assistance Counselor. The treatment services might be:

- a. Individual Counseling/Therapy
- b. Family Counseling/Therapy
- c. Group Counseling/Therapy
- d. Residential Programs
- e. Hospitalization
- f. Self-Help Programs (i.e., AA, NA, Ala-Teen)

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- f. Out-patient Programs
- g. Self-Help Groups
- h. Continuing Care

When a student is recommended for treatment, the implications must be made clear to him/her. Also, parent cooperation is essential and expected. Support systems for the family are to be utilized and a continuing care program developed for the students.

5. **SUPPORT GROUPS**

Continuing care programs will be made available for the student who has received treatment as well as for the family of that student. Personal and family programs are two vehicles by which the district, through appropriate agencies, will provide continuing care for students so that positive behavior can be maintained. Support groups will be targeted for the following:

- a. Students who are at risk (i.e. experimenter, user)
- b. Students who are children of alcoholic parents
- c. Students who are in a continuing care program (coming out of a residential treatment program)

6. **STUDENT ASSISTANCE COUNSELOR**

The position of Student Assistance Counselor is central to the success of the district's preventative and intervention efforts with its students. The activities of the counselor will include:

- a. Providing diagnostic evaluations and working on a short-term basis with students who are referred by themselves or others. ("Short term" is defined as a maximum of four sessions.)
- b. Providing diagnostic evaluations and working on a short-term basis with students for whom counseling is "mandated" as a result of their suspension from school for drug or alcohol related incidents. The Student Assistance Counselor will then present his/her findings to the Core Team to determine further action.
- c. Assisting in the educational awareness program conducted by the district for Board of Education, administration, faculty and staff.
- d. Participating, as requested, in the inservice training of faculty and staff to develop their understanding of the nature and effects of drugs, alcoholic beverages, and alcoholism as well as their knowledge of recognizing students with problems. Providing faculty and staff with an understanding

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- of their role in the counseling process will be one of the activities of the Student Assistance Counselor. Providing faculty and staff with strategies for communicating with students in a counseling role will also be an activity for the Student Assistance Counselor.
- e. Working cooperatively with students, teachers, guidance counselors and administrators to develop and implement the best programs for individual students.
  - f. Maintaining an up-to-date list and working knowledge about the services of community service agencies which could provide assistance to students, their families and to the overall school prevention and intervention program.
  - g. Providing input, when requested, for the development of curriculum and school program which cover drugs, alcohol, coping skills, self-image, peer relationships, group interaction, family dynamics, conflict resolution, and other related topics.
  - h. Assisting in the development of projects such as a peer "counseling" program which provide support for students and assist in the district's prevention and intervention activities.
  - i. Acting as a resource for district administration, Child Study Team, faculty and staff concerning the prevention, intervention and treatment of drug and alcohol-related problems of students as well as problems of school, peer and family.
  - j. Serving as a facilitator for the Core Team.

The Student Assistance Counselor will be certified in accordance with state requirements.

**7. STAFF DEVELOPMENT**

Teacher inservice training is an important component of the district's student assistance counseling program. The district will provide, as part of its inservice program, a minimum of one hour of annual education (Pre-K-12) given by a qualified specialist in the field of alcohol, drug abuse, or recognizing and dealing with problems which are school, peer, family-related either for students or adults. The training will be tailored to the specific staff needs, grade level and age of students, and will be different for various groups. It may include:

- a. Review of current policies and procedures related to alcohol, drugs, student assistance counseling, and other similar issues.

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- b. Development or revision of curriculum concerning alcohol, drugs, and other related topics.
- c. Overview of the addiction process including denial, children of alcoholics and available resources and programs in the school and community which provide assistance.
- d. Awareness of student and adult problems related to alcohol and drugs as well as those relating to school, peers, families, etc. How to recognize the problems and how to provide "assistance" will be part of this training.
- e. Basic knowledge of drugs and alcohol and their effect upon students and adults.

Vehicles for the inservice training may include but not be limited to:

- a. Building-level faculty meetings
- b. Grade level curriculum meetings
- c. Department meetings
- d. Meetings of special committees and interest groups (i.e. health educators K-12, school nurses K-12)
- e. Workshop(s) at districtwide inservice programs
- f. Inservice workshop(s) for increment credit
- g. Course(s) for graduate credit and/or increment credit
- h. Administrative meetings
- i. Staff meetings

8. **POSITIVE ALTERNATIVES**

Other activities can add further dimension to the educational and counseling process by making students aware of positive alternatives to enrich their lives such as a chapter of S.A.D.D. (Students Against Drunk Driving) and the Youth Alliance.

9. **PEER ASSISTANCE**

Young people can have a positive impact on the behavior of other young people. An objective of the Peer-to-Peer Program to be conducted in the Holmdel Township Schools is to train a small group of high school students with the knowledge of alcohol/drug misuse and educate them well enough to work with others (elementary and secondary students) to educate them regarding responsible decision making/positive alternatives to drugs.

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10. NETWORKING

Community awareness and networking heightens the effectiveness of the student assistance counseling program. As appropriate, to develop and implement various components of the program, the following community agencies and audiences may be called upon as resources and support systems.

- a. Parents
- b. Police
- c. Court System
- d. CPC Behavioral Healthcare, Inc.
- e. Holmdel Drug and Alcohol Alliance
- f. Alcoholism/Drug Addiction Services
- g. Alcoholics Anonymous
- h. Hospitals
- i. Division of Youth and Family Services
- j. Religious Institutions
- k. Recreation Department
- l. Service Organizations (PTSA, Kiwanis, Exchange Club, etc.)
- m. Mental Health Services
- n. Ala-Teen
- o. Al-A-Non
- p. Community YMCA Family Services

Part of the networking will be an awareness program so that these groups will understand the efforts of district personnel involved in the student assistance program.

11. CLIMATE

The sensitivity of the students, faculty and staff will be heightened through training programs so that they become aware of their support role in the counseling program. The prevailing school climate will, hopefully, say to students "We care" and "It's OK to get help."

12. PROGRAM MONITORING AND EVALUATION

The implementation of the student assistance counseling program will be monitored to determine if it is conducted in accordance with district plans and it will be evaluated so that school personnel can determine if the selected curriculum, program and policy have had the desired effects of reducing student substance abuse and providing students with help in addressing their problems. This evaluation will provide feedback to staff on the effects of their attempts to promote behavioral change. The information about the program's implementation and outcome will also enable staff to modify and/or improve the program thus making the program more responsive to the needs of the participants.

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The monitoring and evaluation will include, but not be limited to:

- a. Record keeping by the Student Assistance Counselor as to the number of students seen, number of counseling sessions for each student, outcome of counseling and follow-up monitoring of the student.
- b. Record keeping by building administrators, department supervisors and the Director of Curriculum as to the inservice training of faculty and staff.
- c. A log maintained (and annually summarized for building principals by June 30) by the Student Assistance Counselor outlining his/her activities in each of the areas of the job description.
- d. School surveys, conducted as appropriate through health classes or other vehicle, indicating extent of drug and alcohol use, utilization of counseling services, etc.
- e. Anonymous questionnaires completed by participants following their work with the Student Assistance Counselor.
- f. Questionnaires completed by participants in the peer assistance program.

It should be noted that the monitoring and evaluation of the Student Assistance Program will be an on-going process.

13. **CONFIDENTIALITY**

Confidentiality is central to the counseling relationship. The "Principles of Confidentiality" (reaffirmed 1980) from the American School Counselor Association states:

A counseling relationship requires an atmosphere of trust and confidence between the client and counselor. A client has the right to privacy and to expect confidentiality. This confidentiality must not be abridged by the counselor except where there is a clear and present danger to the client and to other persons. (emphasis added)

Defining what constitutes "clear and present danger" in school policy and the concerns for the individual student and the school community must be kept in mind.

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Although Rule 26A-1 in the New Jersey Rules of Evidence provides that the communication between a licensed practicing psychologist and an individual or group is privileged and the individual or group member has a responsibility to refuse to disclose any such communications and to prevent the psychologist from disclosing it, no similar provision is provided for teachers or other school staff. Teachers and other school staff may be required to give information about a student, if they are subpoenaed.

New Jersey statute (N.J.S.A. 18A:40-4.1) requires that educational personnel report a pupil whom they perceive to be under the influence of a controlled dangerous substance.

Therefore, the Holmdel Township Board of Education requires that although confidentiality will be maintained whenever possible, this shall be set aside if there is a clear and present danger to the students involved in the substance awareness program. Also, the Board mandates that teachers and other school staff will provide information about a student if they are subpoenaed and they will report students who are thought to be under the influence of a controlled dangerous substance or alcoholic beverage.

It should be noted that pupil confidentiality will be maintained in accordance with federal regulations 42CFR-Part 2 Chapter 2.12(b) (3) concerning "Confidentiality of Alcohol and Drug Abuse Patient Records" as relating to public school employees.

14. **MAINTAINING RECORDS**

Since mandated records require information about a student's physical health, the report pertaining to a student under the influence of a controlled dangerous substance, required in N.J.S.A. 18A:40-4.1 (and district policy 5131.6) and the report certifying that the student is physically and mentally able to return to school would be mandated records.

The access to these records must be handled in compliance with district policy 5125 and with the Family Educational Rights and Privacy Act of 1978.

Pupils who are educationally disabled and are substance abusers will have records released and specific information related to the incident and/or condition will be provided on a strictly "need to know" basis.

Behavior patterns and other information utilized by the Student Assistance Counselor and other district personnel involved in the Student Assistance Program will not be maintained in the student's permanent record file.

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15. **PUBLICIZING POLICIES AND PROCEDURES**

Substance abuse policies and procedures as well as description of the Student Assistance Program will be published annually for faculty, students and parents or guardians in the handbooks prepared by district personnel. In addition, other means deemed appropriate shall be utilized to familiarize faculty, students and parents or guardians with the Student Assistance Program and substance abuse policies and procedures. (These additional means may include: grade level orientation programs, articles in the school newspaper, annual district calendar/handbook, meetings of parent groups, etc.)

These rules become effective immediately upon approval by the Holmdel Township Board of Education.

**DATE:** September 16, 1987

**REVISED:** July 1, 1989

**REVISED:**

