

TYPES OF STUDENT ASSISTANCE PROGRAM REFERRALS

Students obtain personal or professional assistance through the Student Assistance Program in one of five ways:

1. Self-Referral
2. Family Referral/Peer Referral
3. School Staff Referral
4. Administrative Referral
5. Community Referral

I. Self-Referral

- A. A student who desires help for a personal problem may contact a Core Committee Member.
- B. The Core Committee Member will either provide the necessary assistance or will arrange to see the individual for further confidential consultation.
- C. All communication between the student and the Core Committee member will be held in confidence according to State Statutes unless the student requests, in writing, that the school or other parties be notified. The school will, in no way, require the reporting of names of self-referred students.*

II. Family Referral/Peer Referral

- A. The referral process can be initiated by a family member or by a fellow student.
- B. If a family member or peer is aware of the presence of personal problems or other indications that the student needs outside help, he/she is encouraged to suggest assistance through the SAP.
- C. The family member or peer may contact a Core Committee member to discuss his/her concern.
- D. All information will be discussed in confidence.*

III. School Staff Referral (Program Procedures, Suspected Chemical Abuse, II)

- A. The basis for referring a student to the Student Assistance Program by a staff member must be:
 1. Change in behavior or attitudes.
 2. Change in academic performance.
 3. Observation of signs/symptoms of alcohol/drug abuse.

- B. If the staff member determines that a problem is present, he/she should contact a Core Committee Member to discuss the in-school incidence or pattern of declining performance.
The staff member should make available all of the information relevant to the performance problem of the student (i.e., behavioral checklist.)
- C. If the staff member is uncertain of how to handle the confrontation, the staff member may arrange to confront the student jointly with the assistance of a Core Committee Member.

- D. The staff member should have a meeting with the student to discuss:
 - 1. The performance problem.
 - 2. That possible school action may result if performance does not improve.
 - 3. The availability of the Student Assistance Program and its confidential services.
- E. If the student agrees to accept assistance, the staff member should immediately contact the Building Coordinator and arrange a meeting for the student. The Building Coordinator will advise the staff member of any further action which might be necessary.
- F. All information pertaining to the student's referral to the SAP and information provided by the Core Committee Member to the staff member should be accorded the highest standards of confidentiality.*
- G. All contacts must be reported to the Building Coordinator as per Program Procedures, Suspected Chemical Abuse, II, B.

IV. Administrative Referral

- A. The referral process can be initiated by an administrator.
- B. If an administrator is aware of an in-school or out-of-school incident (such as a drunk driving arrest) which may indicate the possible presence of a personal problem, he/she is encouraged to talk to the student confidentially and refer the contact to the Building Coordinator.
- C. The administrator may also contact a Core Committee Member to assist in the confrontation and to emphasize the SAP.
- D. The administrator should remind the student of the Student Assistant Program and encourage its full use.
- E. If the student agrees to accept assistance through the program, the administrator should contact the Building Coordinator and arrange a confidential meeting.
- F. All information must remain in the strictest of confidence.
- G. All contacts must be referred to the Building Coordinator.

Adopted: January 11, 1989