

Instruction

Health Services

The nurse works with advisory groups such as parent-teacher organizations, and student and staff groups on school health programs.

(cf. 5141 – Health)

(cf. 5141.3 – Health Assessments and Immunizations)

Instruction

Drugs, Tobacco, Alcohol

The Board of Education desires that every effort be made by all members of the school system staff to reduce the chances that our students will use harmful drugs, tobacco and alcohol.

The professional staff shall become fully aware of the problem, and able to recognize the symptoms of such use. Annually, the staff shall teach the effect of alcohol, of nicotine or tobacco, and of drugs on health, character, citizenship and personality development. In teaching such subjects, textbooks and such other materials as are necessary shall be used.

It is desired that the administration make use of in-service training sessions for both certificated and non-certificated staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can work to the advantage of our students in this area.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.

10-19a Superintendent to designate substance abuse prevention team.

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of boards of education.

10-221(d) Boards of education to prescribe rules.

Policy adopted: June 26, 2006

EAST HAMPTON PUBLIC SCHOOLS
East Hampton, Connecticut

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

Students will be exempt from instruction on acquired immune deficiency syndrome upon written request of the parent or guardian in accordance with regulation.

Legal Reference: Connecticut General Statutes

10-19(c) AIDS education

Policy adopted: June 26, 2006

EAST HAMPTON PUBLIC SCHOOLS
East Hampton, Connecticut

Instruction

Guidance Services

Guidance exists for all students in the school setting with special regard for individual interests, aspirations, and capabilities. It focuses on the individual's personal development and is based on the recognition that an individual is a unique and dynamic personality who is capable of personal growth and self-direction.

In the educational setting, the emphasis of guidance is on a process which is developmental and thus viewed as cumulative in nature. It is a process through which a student is helped to understand his/her potential in relation to goals, academic strengths and weaknesses, and making effective use of his/her abilities. Therefore, increased self-understanding is the ultimate goal of this process which will help to develop the individual's capacity to make his/her own decisions relating to educational, vocational, and personal goals.

In our society, decisions ultimately rest with the individual, guidance should assist him/her in understanding the implications of these decisions. As these decisions are often influenced by variables that act on the individual, through this approach the student increasingly becomes more capable of making free and wise choices both as an individual and as a member of society.

The accelerating pace of change in our society and our world obliges the school continually to reassess its special function. Even its traditional strength as the primary channel through which the student learns of the world has been reshaped by advances in communications media and personal mobility. As the student's exposure to information multiplies, through the media and his own experience, the guidance staff must shoulder an increasing responsibility to help him/her order this information and put it into a perspective from which he/she can derive meaning. Guidance must assume a multifaceted approach in aiding the student in this decision making process.

Objectives:

1. To assist students with their personal, social and academic growth.
2. To help students develop an understanding of their interests, abilities, and aspirations.
3. To help students understand educational and vocational opportunities, requirements, choices, and alternatives available to them.
4. To help students prepare for future goals through academic planning.
5. To coordinate the teamwork of teachers, administrators, support personnel and parents, in order to provide the individual student with maximum assistance in fulfilling his educational needs.

Legal Reference: Connecticut General Statutes
10-21 Vocational guidance

Policy adopted: June 26, 2006

EAST HAMPTON PUBLIC SCHOOLS
East Hampton, Connecticut