

Ronald Reagan Presidential Library Digital Library Collections

This is a PDF of a folder from our textual collections.

Collection: Lumpkins, Sharyn A.: Files
Folder Title: Drug Free Schools - Working – 1986
(1)
Box: 2

To see more digitized collections visit:

<https://reaganlibrary.gov/archives/digital-library>

To see all Ronald Reagan Presidential Library inventories visit:

<https://reaganlibrary.gov/document-collection>

Contact a reference archivist at: reagan.library@nara.gov

Citation Guidelines: <https://reaganlibrary.gov/citing>

National Archives Catalogue: <https://catalog.archives.gov/>

§ 845. Distribution to persons under age twenty-one

(a) Any person at least eighteen years of age who violates section 841(a)(1) of this title by distributing a controlled substance to a person under twenty-one years of age is (except as provided in subsection (b) of this section) punishable by (1) a term of imprisonment, or a fine, or both, up to twice that authorized by section 841(b) of this title, and (2) at least twice any special parole term authorized by section 841(b) of this title, for a first offense involving the same controlled substance and schedule.

(b) Any person at least eighteen years of age who violates section 841(a)(1) of this title by distributing a controlled substance to a person under twenty-one years of age after a prior conviction or convictions under subsection (a) of this section (or under section 333(b) of this title as in effect prior to May 1, 1971) have become final, is punishable by (1) a term of imprisonment, or a fine, or both, up to three times that authorized by section 841(b) of this title, and (2) at least three times any special parole term authorized by section 841(b) of this title, for a second or subsequent offense involving the same controlled substance and schedule.

Pub.L. 91-513, Title II, § 405, Oct. 27, 1970, 84 Stat. 1265.

Historical Note

Effective Date. Section effective the first day of the seventh calendar month that begins after the day immediately preceding Oct. 27, 1970, see section 704(a) of Pub.L. 91-513, set out as an Effective Date note under section 801 of this title.

Legislative History. For legislative history and purpose of Pub.L. 91-513, see 1970 U.S.Code Cong. and Adm.News., p. 4568.



Photo by Cathaleen Curtiss/The Washington Times
Education Secretary William Bennett takes aim at campus drug problems.

Bennett tells the colleges to oust drugs

By Carol Innerst
THE WASHINGTON TIMES

Education Secretary William J. Bennett yesterday called the nation's college presidents on the carpet, warned them to stop pontificating and get started cleaning up their drug-ridden campuses.

And he told them how to do it.

The secretary also threw out a

Bennett blasts teachers' union for voting to condemn House aid package for Contras. Page 3A.

subtle but barbed challenge to Congress to consider withholding federal funds from colleges that ignore the drug problem.

Mr. Bennett said college presidents should write to students: "Welcome back for your studies in September; but no drugs on campus. None. Period. This policy will be enforced — by deans and administrators and advisers and resident advisers and faculty — strictly but fairly."

While not advocating mass drug testing unless there was evidence of a "plague" on campus, the secretary said he would welcome getting the authority from Congress to withhold federal funds from institutions that

do not pledge to get rid of drugs.

"Surely when parents send their children to college they have a right to expect the colleges to take some measures to protect their sons and daughters from drugs," he said.

"Colleges and universities have a basic responsibility to care for the moral and, indeed, the physical well-being of their charges. Parents do not expect colleges to be neutral as between decent morality and decadence."

He said parents can write the universities and ask: "What is your policy on drugs? Why am I spending \$11,000 a year for tuition and I cannot be assured that my son or daughter will not be proffered drugs at a basketball game or after class or in the student union?"

"That's a perfectly reasonable request to make for that kind of money," he said. "Everyone knows we have this drug problem. I am tired of hearing spokesman after spokesman say, 'We have a terrible problem here but it's everywhere; the problem on our campus is no worse than it is on any one else's campus.'"

Lots of secondary schools, and many small, traditional liberal arts

see BENNETT, page 10A

BENNETT

From page 1A

colleges do not tolerate drug use, he said.

Like the U.S. military academies, The Citadel, a public, quasi-military school in South Carolina, has a "zero tolerance" policy and expels drug users, he said. Also, President John

Silber at Boston University has instituted tough drug policies, he said.

A drug-free campus is possible, he asserted in his speech at The Heritage Foundation, a conservative think tank with links to the Reagan administration.

"You use first the moral authority of the university itself," he said. "Second, you use the individuals who are there to explain to students what is expected of them. Third, if necessary, you use the campus po-

lice. Finally, if absolutely necessary, you use the city police and the state police.

"Some people might worry that tough drug policies will keep some students from coming back to campus," he said. "I would say that would be great."

John Slaughter, chancellor at University of Maryland at College Park, would not comment on Mr. Bennett's because he had not seen his remarks.

But he said through spokesman Rosalind Hiebert that he is "in absolute support of the student code of conduct" which calls for expulsion of drug pushers. Under the code, simple possession of drugs can bring penalties ranging from a reprimand to expulsion, she said.

Mr. Bennett in recent months has urged administrators to get drugs out of the lower schools through strong enforcement tactics, in addition to drug education programs.

WHAT WORKS

~~CONFIDENTIAL~~

DRAFT 7-14-86

SCHOOLS WITHOUT DRUGS

U. S. Department of Education
1986

SCHOOLS WITHOUT DRUGS

1986

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION.....	i
CHILDREN AND DRUGS.....	1
Extent of Drug Use.....	5
Fact Sheet: Drugs and Dependence.....	6
How Drug Use Develops.....	7
Fact Sheet: <u>Crack</u>	8
Effects of Drug Use.....	9
Drug Use and Learning.....	10
RECOMMENDATIONS.....	11
<u>What Parents Can Do</u>	
Instilling Responsibility.....	14
Supervision.....	16
Fact Sheet: Signs of Drug Use.....	17
Recognizing Drug Use.....	18
<u>What Schools Can Do</u>	
Assessing the Problem.....	20
Setting Policy.....	22
Enforcing Policy.....	25
Fact Sheet: Legal Questions on Suspension and Expulsion....	26
Fact Sheet: Legal Questions on Search and Seizure.....	27
Fact Sheet: Tips for Selecting Drug Prevention Materials...	28
Creating a <u>Curriculum</u>	29
Enlisting the <u>Community</u>	31
<u>What Students Can Do</u>	
Learning the Facts.....	33
Helping Fight Drug Use.....	35
<u>What Communities Can Do</u>	
Providing Support.....	39
Tough Law Enforcement.....	42
CONCLUSION.....	43
DRUG PREVENTION CURRICULUM.....	45
LEGAL ISSUES IN DRUG USE.....	52
DESCRIPTION OF SPECIFIC DRUGS AND THEIR EFFECTS.....	64
RESOURCES.....	72
REFERENCES.....	
ACKNOWLEDGEMENTS.....	

*Comprehensive
Crime
Control
Act?*

* * * * *

"It is a sad and sobering reality that trying drugs is no longer the exception among high school students. It is the norm."

--California Attorney General John Van De Kemp--
Los Angeles Times, April 30, 1986

"Policy is useless without action! Drugs do not have to be tolerated on our school campuses. Policy to that effect is almost universally on the books. Drugs remain on campus because consistent, equitable and committed enforcement is lacking."

--Bill Rudolph, Principal, Northside High School,
Atlanta, Georgia--
Testimony submitted to the U.S. Senate Committee on Special Investigations
July 1984

When 13- to 18-year-olds were asked to name the biggest problems facing young people today, "drugs" led their list. The portion of teens with this perception has risen steadily in recent years. No other issue approaches this level of concern.

Four out of five teens believe current laws against both the sale and use of drugs (including marijuana) are not strict enough.

--The Gallup Youth Surveys, 1985 and 1986--

"...We have a right to be protected from drugs."

--Cicely Cenior, a seventh-grader--
McFarland Junior High, Washington, D.C.

* * * * *

INTRODUCTION

The foremost responsibility of any society is to nurture and protect its children. In America today, the most serious threat to the health and well-being of our children is drug use.

For the past year and a half, I have had the privilege of teaching our children in the classrooms of America. I have met some outstanding teachers and administrators and wonderful children. I have taken time during these visits to discuss the problem of drug use with educators and with police officers working in drug enforcement across the country. Their experience confirms the information reported in major national studies: drug use by children is at alarming levels. Use of some of the most harmful drugs is increasing. Even more troubling is the fact that children are using drugs at younger ages. Students today identify drugs as a major problem among their schoolmates as early as the fourth, fifth, and sixth grades.

Drug use impairs memory, alertness, and achievement. Drugs erode the capacity of students to perform in school, to think, and act responsibly. The consequences of using drugs can last a lifetime. The student who cannot read at age 8 can, with effort, be taught at 9. But when a student clouds his mind with drugs, he may become a lifelong casualty. Research tells us that students who use marijuana regularly are twice as likely as their classmates to average Ds and Fs, and we know that dropouts are twice as likely to be frequent drug users as graduates.

In addition, drug use disrupts the entire school. When drug use and drug dealing are rampant--when many students do not show up for class and teachers cannot control them when they do--education throughout the school suffers.

Student drug use is found in the city and country, among the rich, the poor, and the middle class. Many schools have yet to implement effective drug enforcement measures. In some schools, drug deals at lunch are common. In others, intruders regularly enter the building to sell drugs to students. Even schools with strict drug policies on paper do not always enforce them effectively.

This book provides a practical synthesis of the most reliable and most significant findings available on drug use by school-age youth. It tells how extensive drug use is, and how dangerous it is. It tells how drug use starts, how it progresses, and how it can be identified. Most importantly, it tells how it can be stopped. It recommends strategies--and describes particular communities--that have succeeded in beating drugs. It concludes with a list of resources and organizations that parents and educators can turn to for help.

The information contained in this book is based on the research of drug prevention experts and on interviews with parent organizations and school officials working in drug prevention in all 50 States and the District of Columbia. Although this volume is the product of the U.S. Department of Education, I am grateful for the assistance the Department received from groups and individuals across the country. It was not possible to include all the information provided by others, but I wish to thank the many groups that offered their help.

Schools Without Drugs is intended to help Americans fight drug use by children. It is designed to be used by parents, teachers, principals, religious and community leaders, and all other adults--and students--who want to know what works in drug use prevention. It emphasizes concrete and practical information. An earlier book, a summary of research findings on teaching and learning called What Works, has already proved useful to parents, teachers, and administrators. I hope this book will be as useful to the American people.

This book focuses on preventing drug use. It does not discuss techniques for treating drug users. Treatment usually requires professional help; treatment services are included in the resource section at the end of the book. In addition, it should be emphasized that alcohol is an illegal drug for minors and should be treated as such. In this book, the term drug use, as contained in the recommendations, includes the use of alcohol by children.

No one can be a good citizen alone, as Plato tells us. No one is going to solve our drug problem alone either. But when parents, schools, and communities pull together, drugs can be stopped. Drugs have been beaten in schools like Northside High School in Atlanta, profiled in this book. Preventing drug experimentation is the key. It requires drug education starting in the first grades of elementary school. It requires clear policies against drug use and consistent enforcement of those policies. And it requires the cooperation of school boards, principals, teachers, law enforcement personnel, parents, and students.

Schools are uniquely situated to be part of the solution to student drug use. Children spend a good deal of their time in school. Furthermore, schools, along with families and religious institutions, are the major influences in transmitting ideals and standards of right and wrong. Thus, while the problems of drug use extend far beyond the schools, it is critical that our offensive on drugs begin with the schools.

Education is the way civilization sustains itself. We are not born with instructions for civility. We do not come into the world knowing the difference between right and wrong. Education--the nurturing task of parents, teachers, and society at large--is the way each new generation of children becomes a generation of civilized men and women. Education is nothing less significant than that. My purpose in releasing this handbook, therefore, is to help all of us--parents and children, teachers and principals, legislators and taxpayers--work more effectively in combating drug use.

Knowing the dangers of drugs is not enough. Each of us must also act to prevent the sale and use of drugs. We must work to see that drug use will not be tolerated in our homes, in our schools, or in our communities. Because of drugs, children are suffering, failing, and dying. We have to get tough, and we have to do it now.

WHAT CAN WE DO?

TWELVE RECOMMENDATIONS FOR ACHIEVING SCHOOLS WITHOUT DRUGS

PARENTS:

1. Teach standards of right and wrong, and demonstrate these standards through personal example.
2. Help children to resist peer pressure to use drugs by supervising their activities, knowing their friends, and talking to them about their interests and problems.
3. Be knowledgeable about drugs and signs of drug use, and when symptoms are observed, respond promptly.

SCHOOLS:

4. Determine the extent and character of drug use and establish a means of monitoring it regularly.
5. Establish clear and specific rules regarding drug use that include strong corrective actions.
6. Enforce established policies against drug use fairly and consistently. Implement security measures to eliminate drugs on school premises and at school functions.
7. Implement a comprehensive K-12 drug prevention curriculum that teaches that drug use is wrong and harmful, and that supports and strengthens resistance to drugs.
8. Reach out to the community for support and assistance in making the school's anti-drug policy and program work. Develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers, treatment organizations, and private groups can work together to provide necessary resources.

STUDENTS:

9. Learn about the effects of drug use, why drugs are harmful, and how to resist pressures to try drugs.
10. Use an understanding of the danger posed by drugs to help other students avoid them. Encourage other students to resist drugs, convince those using drugs to seek help, and report those selling drugs to parents and the school principal.

COMMUNITIES:

11. Help schools fight drugs by providing them with the expertise and financial resources of community groups and agencies.
12. Involve local law enforcement agencies in all aspects of drug prevention: assessment of the problem, enforcement, and education. The police and courts should have well-established, mutually supportive relationships with the schools.

* * * * *

* "I felt depressed and hurt all the time. I hated myself for the way I hurt
* my parents and treated them so cruelly, and for the way I treated others.
* I hated myself the most, though, for the way I treated myself. I would
* take drugs until I overdosed, and fell further and further in school and
* work and relationships with others. I just didn't care anymore whether
* I lived or died. I stopped going to school altogether...I felt constantly
* depressed and began having thoughts of suicide, which scared me a lot!
* I didn't know where to turn..."

* * * * *

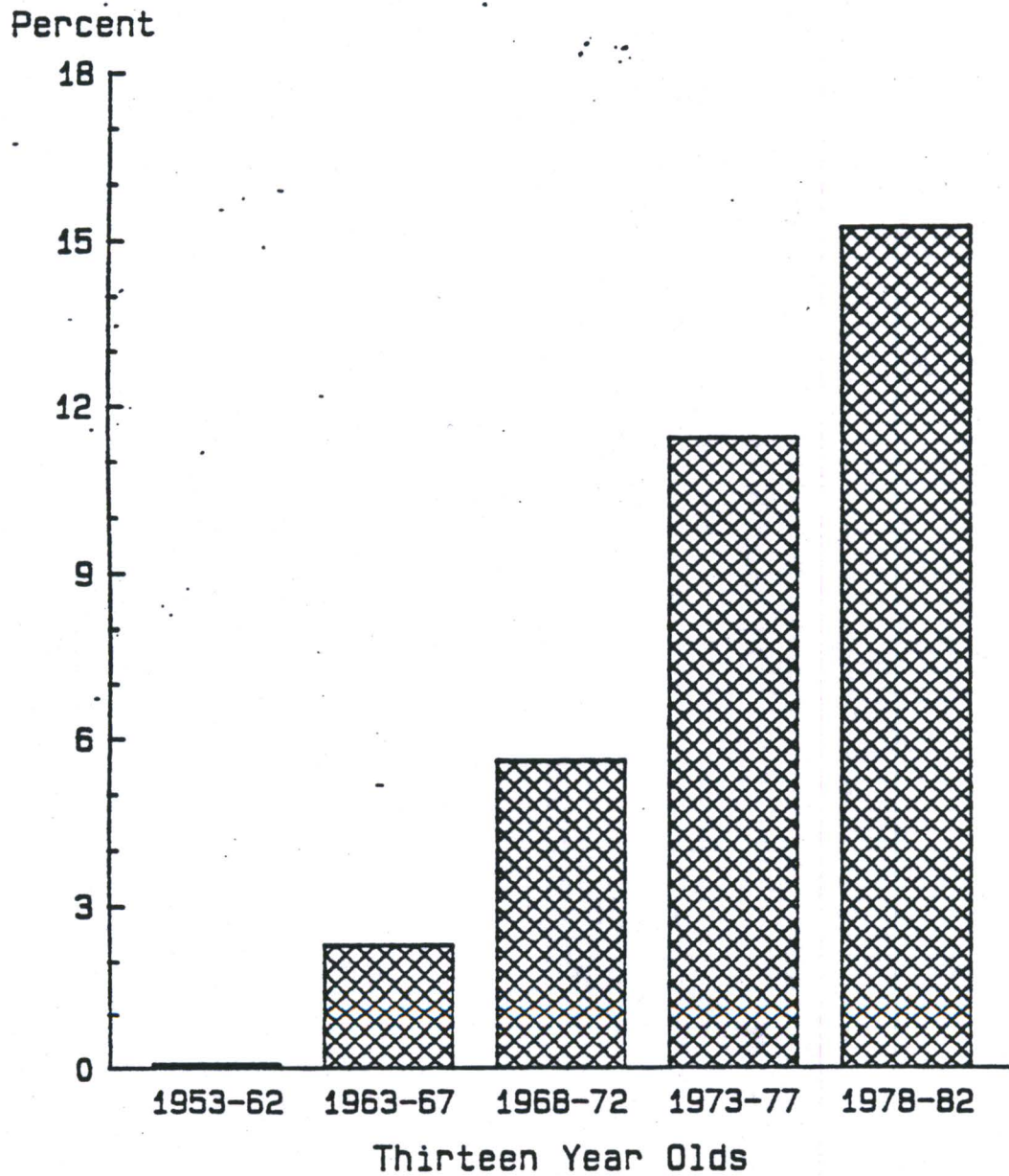
"Stewart," high school student

* * * * *

* * * * *

CHILDREN AND DRUGS

Percent of Thirteen Year Olds Who Have Used Marijuana, 1953 - 1982



Source: NIDA Household Survey, 1982.

CHILDREN AND DRUGS

AMERICANS HAVE CONSISTENTLY IDENTIFIED DRUG USE AS AMONG THE TOP PROBLEMS CONFRONTING THE NATION'S SCHOOLS. YET, MANY DO NOT RECOGNIZE THE DEGREE TO WHICH THEIR OWN CHILDREN, THEIR OWN SCHOOLS, AND THEIR OWN COMMUNITIES ARE AT RISK.

Research shows that drug use among children is 10 times more prevalent than their parents suspect. In addition, many students realize that their parents do not recognize the extent of drug use, leading them to believe that they can use drugs with impunity.

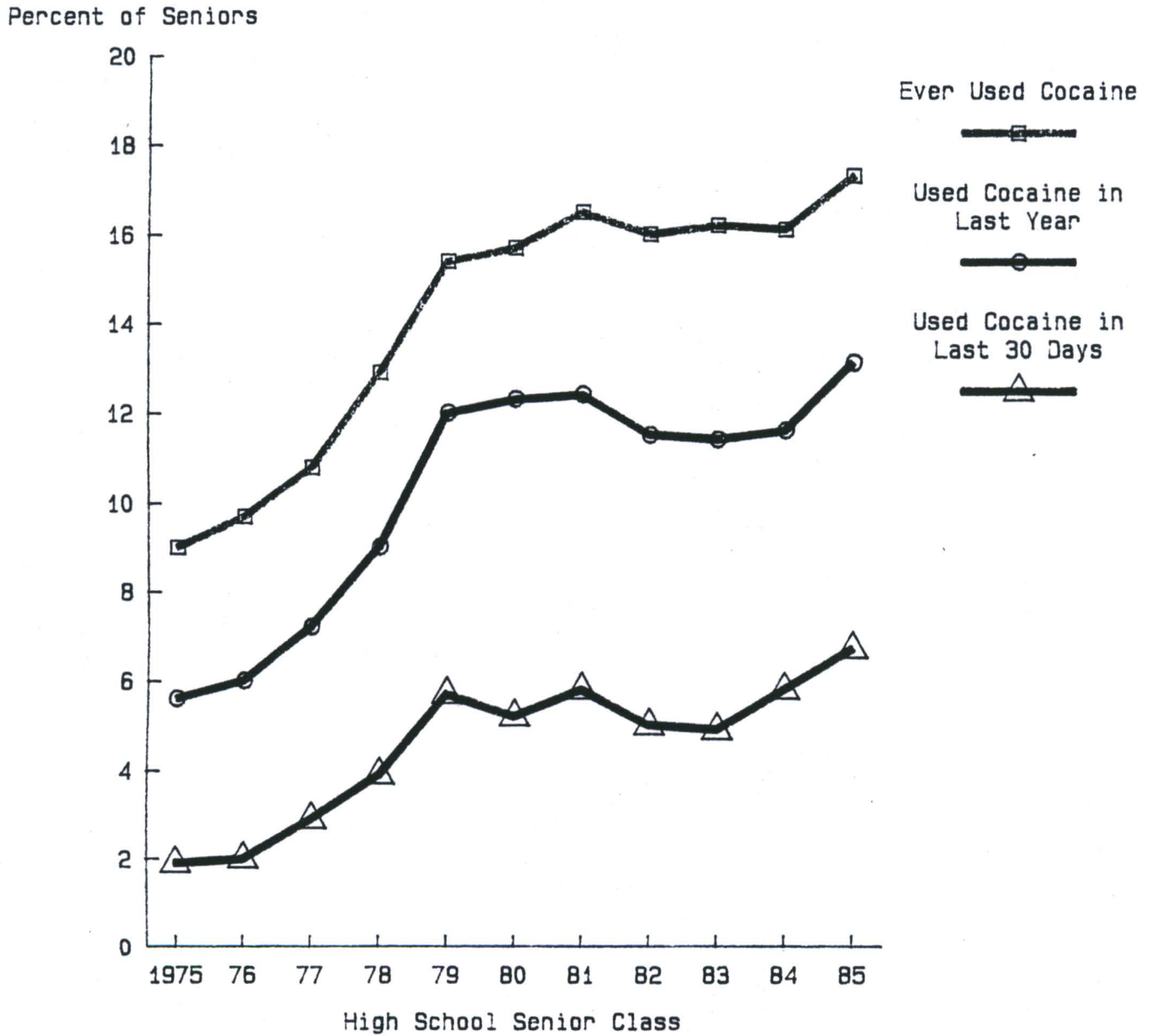
School administrators and teachers often are unaware that their students are using and selling drugs, frequently on school property. School officials who are aware of the situation in their schools admit, as has Ralph Egers, superintendent of South Portland schools in Maine, that "We'd like to think that our kids don't have this problem, but the brightest kid from the best family in the community could have the problem."

The truth is:

- o Drug use is not confined to certain population groups, or to certain economic levels in our society. It affects our entire Nation.
- o Drugs are a serious problem not only in high schools, but now in elementary schools as well.
- o All illegal drugs are dangerous; there is no such thing as the safe or responsible use of illegal drugs.
- o Although drug trafficking is controlled by adults, the immediate source of drugs for most students is other students.

Continuing misconceptions about the drug problem stand in the way of corrective action. The following section outlines the nature and extent of the problem and summarizes the latest research on the effects of drugs on students and schools.

Percent of High School Seniors Who Have Used Cocaine



Source: Institute for Social Research, 1986

EXTENT OF DRUG USE

Drug use is widespread among American school children. The United States has the highest rate of teenage drug use of any industrialized nation. The drug problem in this country is 10 times greater than in Japan, for example. Sixty-one percent of high school seniors have used drugs. Marijuana use remains at an unacceptably high level; 41 percent of 1985 seniors reported using it in the last year, and one-fourth said they used it at least once in the previous month. Cocaine was used by 17 percent of 1985 seniors--the highest level ever observed. Thirteen percent of seniors indicated that they had used cocaine in the last year, more than twice the proportion in 1975.

Many students purchase and use drugs at school. A recent study of cocaine users contacting a cocaine hotline revealed that 57 percent of the respondents bought most of their drugs at school. Among 1985 high school seniors, almost half of those heavily involved with drugs reported smoking marijuana at school in the last year. Two-thirds of the heavy user group reported taking amphetamines at school.

The drug problem affects all types of students. All regions and all types of communities show high levels of drug use. Forty-three percent of 1985 high school seniors in nonmetropolitan areas reported illicit drug use in the previous year, while the rate for seniors in large metropolitan areas was 50 percent. Although higher proportions of males are involved in illicit drug use, especially heavy drug use, the gap between the sexes is lessening. The extent to which white and black high school seniors have used marijuana is about the same, with experimentation slightly higher among whites for other types of drugs.

Initial drug use occurs at an increasingly early age. Indeed, the percentage of students using drugs by the sixth grade has tripled over the last decade. In the early 1960's, marijuana use was virtually nonexistent among 13-year olds, while currently about one in six 13-year olds has used marijuana.

* * * * *

DRUGS AND DEPENDENCE

Drugs cause physical and emotional dependence. Users may develop an overwhelming craving for specific drugs, and their bodies may respond to the presence of drugs in ways that lead to increased drug use.

- o Regular users of drugs develop tolerance, a need to take larger doses to get the same initial effect. They may respond by combining drugs--frequently with devastating results. Many teenage drug users calling a national cocaine hotline report that they take other drugs just to counteract the unpleasant effects of cocaine.
- o Certain drugs, such as opiates and barbiturates, create physical dependence. With prolonged use, these drugs become part of the body chemistry. When a regular user stops taking the drug, the body experiences the physiological trauma known as withdrawal.
- o Psychological dependence occurs when drug-taking becomes the center of the user's life. Among children, psychological dependence erodes school performance, and can destroy ties to family, friendships, outside interests, values, and goals. The individual goes from taking drugs to feel good to taking them to keep from feeling bad. Over time, drug use itself heightens the bad feelings and can leave the user suicidal. Over half of all adolescent suicides are drug-related.
- o Drugs and their harmful side-effects can remain in the body long after use has stopped. The extent to which drugs are retained in the body depends on the drugs' chemical composition, that is, if they are fat-soluble. Fat-soluble drugs such as marijuana, phencyclidine (PCP) and lysergic acid (LSD) seek out and settle in the fatty tissues. As a result, they build up in the fatty parts of the body such as the brain. Researchers are concerned that such accumulations of drugs and their slow release over time can cause flashbacks weeks and even months after drug use has been stopped.

* * * * *

HOW DRUG USE DEVELOPS

Social influences play a key role in making drug use attractive to children. The first temptations to use drugs may come in social situations with pressure to "act grown up" and "have a good time" by smoking cigarettes or using alcohol or marijuana.

A 1983 Weekly Reader survey found that TV and movies were the greatest influence on fourth graders in making drugs and alcohol seem attractive. Second in influence was other children. From the fifth grade on, peers played an increasingly important role, while TV and movies were consistently the second greatest influence.

The survey offers insights into why students take drugs. For all children, the most important reason for taking marijuana was to "fit in with others." "To feel older" was the second main reason for grades four and five, and "to have a good time" for grades six to twelve. This finding reinforces the need for prevention programs beginning in the early grades that focus on teaching children to resist peer pressure and on making meaningful and enjoyable, drug-free activities available to them.

Students who turn to more potent drugs usually do so after first using cigarettes and alcohol, and then marijuana. Initial attempts may not produce a "high"; however, students who continue to use drugs learn that drugs can alter their thoughts and mood. The greater a student's involvement with marijuana, the more likely it is the student will begin to use other drugs in conjunction with marijuana.

Drug use frequently progresses in stages--from occasional use, to regular use, to multiple drug use, and ultimately to total dependency. With each successive stage, drug use intensifies, becomes more varied, and results in increasingly debilitating effects.

But this progression is not inevitable. Drug use can be stopped at any stage. However, the more involved children are with drugs, the more difficult it is for them to stop. The best way to fight drug use is to begin prevention efforts before children start using drugs. Prevention efforts that focus on young children are the most effective means to fight drug use.

* * * * *

CRACK

Cocaine has become the fastest growing drug problem in America. Most alarming is its recent availability in a cheap but potent form, called crack or rock. Crack is a purified form of cocaine that is used by smoking.

- o Crack is inexpensive. Crack is available for as little as \$10. This has made the drug affordable to many new users, among them high school and even elementary school students.
- o Crack is easy to use. Crack can be smoked in a pipe or put into a cigarette. Because the visible effects disappear within minutes after smoking, it can be used at almost any time during the day.
- o Crack is addictive. Crack cocaine is extremely addictive, far more addictive than heroin or barbiturates. Because the cocaine is smoked, it is quickly absorbed into the blood stream. It produces a feeling of extreme euphoria, often peaking within seconds. The desire to repeat this sensation can cause addiction within a few days.
- o Crack leads to crime and mental illness. Many youths, once addicted, have turned to stealing, prostitution, and drug dealing in order to support their habit. Continued use can produce violent behavior and psychotic states similar to schizophrenia.
- o Crack is deadly. Cocaine can cause cardiac arrest and death by interrupting the brain's control over the heart and respiratory system.

* * * * *

EFFECTS OF DRUG USE

The drugs students are taking today are more potent, more dangerous, and more addictive than ever before.

Adolescents are particularly vulnerable to the effects of drugs. Even though their thinking is becoming more abstract and complex, and they are learning how to assume the responsibilities of adulthood, they still lack emotional and intellectual maturity.

Drugs threaten this development in a number of ways:

- o Drugs can interfere with memory, sensation, and perception. They distort experiences or prevent them from entering the consciousness. Drugs block the process converting short-term memory into long-term memory.
- o Drugs interfere with the brain's ability to take in, sort, and synthesize information. As a result, sensory information runs together, providing new sensations while blocking normal ability to understand the information received.
- o Drugs can have an insidious effect on perception; for example, cocaine and amphetamines often give users a false sense of functioning at their best while on the drug.

Drug suppliers have responded to the increasing demand for drugs by developing new strains of drug crops, producing reprocessed, purified drugs, and using underground laboratories to create more powerful forms of illegal drugs. Consequently, users are exposed to unknown risks of dangerously potent drugs.

- o The marijuana produced today is between five and 20 times stronger than that available as recently as 10 years ago. Regular use by adolescents has been associated with an "amotivational syndrome," characterized by apathy and loss of goals. Research has shown that severe psychological damage, including paranoia and psychosis, can occur when the level of THC, the major psychoactive ingredient in marijuana, reaches the level equivalent to smoking marijuana that contains 2 percent THC. Since the early 1980s, most marijuana has contained from 4 to 6 percent THC--two to three times that capable of causing serious damage.
- o Crack, a purified version of cocaine that is highly addictive, is becoming widely available.
- o Phencyclidine (PCP), first developed as an animal tranquilizer, has unpredictable and often violent effects. Many times children do not even know that they are using PCP when PCP-laced parsley in cigarette form is passed off as marijuana, or when PCP in crystal form is sold as lysergic acid diethylamide (LSD). *← LSD not any good either.*
- o Some of the new "designer" drugs, slight chemical variations of existing illegal drugs, have been known to cause significant and permanent brain damage with a single dose.

DRUG USE AND LEARNING

Drugs erode the self-discipline and motivation necessary for learning. Pervasive drug use among students creates a climate in the schools that is destructive to learning. Research shows that drug use can cause a decline in school performance. This has been found to be true for students who excelled in school prior to drug use as well as those with academic or behavioral problems prior to use. According to one study, students using marijuana were twice as likely to average Ds and Fs as other students. The decline in grades often reverses when drug use is stopped.

Drug use is closely tied to truancy and dropping out of school. Research shows that high school seniors who are heavy drug users are more than three times as likely to skip school as nonusers. About one-fifth of heavy users skipped three or more school days a month, more than six times the truancy rate of nonusers. In a Philadelphia study, dropouts were almost twice as likely to be frequent drug users as were high school graduates; four in five dropouts used drugs regularly.

Use of drugs is associated with crime and misconduct that disrupt the maintenance of an orderly and safe school conducive to learning. Drugs not only transform schools into market places for dope deals, they lead to the destruction of property and classroom disorder. Among high school seniors, heavy drug users were two-and-one-half times more likely to vandalize school property and almost three times as likely to have been involved in a fight at school than were nonusers. Students on drugs create a climate of apathy, disruption, and disrespect for others. For example, among teenage callers to a national cocaine hotline, 44 percent reported that they dealt drugs and 31 percent said that they stole from family, friends, or employers to buy drugs. A drug-ridden environment is a strong deterrent to learning not only for drug users, but for other students as well.

RECOMMENDATIONS

RECOMMENDATIONS

In order to combat student drug use most effectively, the entire community must be involved: parents, schools, students, law enforcement authorities, religious groups, social service agencies, and the media. They all must provide a single consistent message that drug use is wrong, dangerous, and will not be tolerated. This message must be reinforced through strong, consistent law enforcement and disciplinary measures.

The following recommendations and examples describe actions that can be taken by parents, schools, students, and communities to stop drug use. These recommendations are derived from research and from the experiences of schools throughout the country. They show that the drug problem can be overcome.

WHAT PARENTS CAN DO

Instilling Responsibility

Recommendation #1: Teach standards of right and wrong and demonstrate these standards through personal example.

Children who are brought up to value individual responsibility and self-discipline, and with a clear sense of right and wrong are less likely to try drugs than those who are not. Parents can help to instill these ideals by:

- o Setting a good example for children and not using drugs.
- o Explaining to their children at an early age that drug use is wrong, harmful, and unlawful.
- o Encouraging self-discipline through giving children everyday duties and holding them accountable for their actions;
- o Establishing standards of responsible behavior concerning drugs, drinking, dating, curfews, and chaperoning, and enforcing them consistently and fairly; and
- o Encouraging their children to stand by their convictions when pressured to use drugs.

NORTHSIDE HIGH SCHOOL, ATLANTA, GEORGIA

Northside High School enrolls 1,400 students from 52 different neighborhoods. In 1977, drug use was so prevalent that the school was known as "Fantasy Island." Students smoked marijuana openly at school and police were called to the school regularly.

The combined efforts of a highly committed group of parents and an effective new principal succeeded in solving Northside's drug problem. Determined to stop drug use both in and out of school, parents organized and took the following actions:

- o Formed parent-peer groups to learn about the drug problem and agreed to set curfews, chaperone parties, and monitor their children's whereabouts. They held community meetings, discussing teenage drug use with law enforcement agents, judges, clergy, and physicians.
- o Established a coalition that lobbied successfully for state anti-drug and anti-paraphernalia laws.
- o Offered assistance to the schools. The school acted upon the parents' recommendations to provide drug prevention education to teachers, update its prevention curriculum, establish a new behavior code, and close the campus to outsiders. Parents also helped design a system for monitoring tardiness and provided volunteer help to teachers.

The new principal, Bill Rudolph, also committed his energy and expertise to fighting the drug problem. Rudolph established a tough policy for students caught possessing or dealing drugs. When students were caught, he immediately called the police and then notified their parents. "Illegal drug offenses do not lead to detention hall but to court," he stated. Families were required to complete a program in drug education and the offender had to have drug-free urine and blood samples for a probationary period.

Today, Northside is a different school. In 1984-85, only three drug-related incidents were reported. Academic achievement has improved dramatically with student test scores rising above the national average.

Supervision

Recommendation #2:

Help children to resist peer pressure to use drugs by monitoring their activities, knowing their friends, and talking to them about their interests and problems.

When parents take an active interest in their children's behavior, they provide the guidance and support children need to resist drugs. Parents can do this by:

- o Knowing their children's whereabouts, activities, and friends;
- o Working to maintain and improve family communications and listening to their children. Be able to discuss drugs knowledgeably. It is far better for children to obtain their information from informed parents than from their peers or on the street; and
- o Being selective about their children's viewing of television and movies that portray drug use as glamorous or exciting.

In addition, parents can work with the school in its efforts to fight drugs by:

- o Encouraging the development of a school policy with a clear no-drug message.
- o Supporting administrators who are tough on drugs.
- o Assisting the school in monitoring students' attendance and planning and chaperoning school-sponsored activities.
- o Communicating regularly with the school regarding their children's behavior.

* * * * *

SIGNS OF DRUG USE

Changing patterns of performance, appearance, and behavior may signal use of drugs. While the first items listed below provide direct evidence of drug use, the others are signs that may indicate drug use. For this reason, adults should look for extreme changes in children's behavior, changes that together create a pattern associated with drug use.

Signs of Drugs and Drug Paraphernalia

- o Possession of drug-related paraphernalia such as pipes, rolling papers, small decongestant bottles, or small butane torch.
- o Possession of drugs or evidence of drugs, peculiar plants, or butts, seeds, or leaves in ashtrays or clothing pockets.
- o Odor of drugs, smell of incense or other "cover-up" scents.

Identification with Drug Culture

- o Drug-related magazines, slogans on clothing.
- o Conversation and jokes that are preoccupied with drugs.
- o Hostility in discussing drugs.

Signs of Physical Deterioration

- o Memory lapses, short attention span, difficulty in concentration.
- o Poor physical coordination, slurred or incoherent speech.
- o Unhealthy appearance, indifference to hygiene and grooming.
- o Bloodshot eyes, dilated pupils.

Extreme Changes in School Performance

- o Distinct downward turns in student's grades--not just from Cs to Fs, but from As to Bs and Cs. Assignments not completed.
- o Increased absenteeism or tardiness.

Changes in Behavior

- o Chronic dishonesty (lying, stealing, cheating). Trouble with the law.
- o Changes in friends, evasiveness in talking about new ones.
- o Possession of large amounts of money.
- o Increasing and inappropriate anger, hostility, irritability, secretiveness.
- o Less motivation, energy, self-discipline, self-esteem.
- o Diminished interest in extracurricular activities and hobbies.

Recognizing Drug Use

#1 - know their children

Recommendation #3: Be knowledgeable about drugs and signs of drug use, and when symptoms of drug use are observed, respond promptly.

Parents are best able to recognize early signs of drug use by their children. In order to do this, they should:

- o Learn about the extent of the drug problem in their community and in their children's schools;
- o Be able to recognize signs of drug use; and
- o Meet with parents of their children's friends or classmates about the drug problem at their school. Establish a means of sharing information to determine what children are using drugs and who is supplying them.

Parents who suspect their children are using drugs often must deal with their own emotions of anger, resentment, and guilt. Frequently they deny the evidence in front of them and postpone confronting their children. Yet, the earlier a drug problem is found, the less difficult it is to overcome. If parents suspect their children are using drugs, they should:

- o Devise a plan of action. Consult with school officials, other parents;
- o Discuss their suspicions with their child in a calm, objective manner. Do not confront a child while he is under the influence of drugs;
- o Impose disciplinary measures that help remove the child from those circumstances where drug use might occur;
- o Seek advice and assistance from drug treatment professionals and from a parent group. (For further information, consult the resources section of this volume, pages ____).

WHAT SCHOOLS CAN DO

Assessing the Problem

Recommendation #4: Determine the extent and character of drug use and establish a means of monitoring it regularly.

School personnel should be informed about the prevalence of drugs in their school. School boards, superintendents, and local public officials should support school administrators in their efforts to assess the extent of the drug problem and to combat it.

In order to guide and evaluate effective drug prevention efforts, schools need to:

- o Conduct anonymous surveys of students and school personnel and consult with local law enforcement officials to identify the extent of the drug problem.
- o Bring together school personnel to identify areas where drugs are being used and sold.
- o Maintain records on drug use and sale in the school over time, for use in evaluating and improving prevention efforts. In addition to self-reported drug use patterns, records may include information on drug-related arrests, school discipline problems, and academic performance by the school.
- o Inform the community of the results of school assessments, using nontechnical language.

*Assessment important foundation
for action - gaining parent &
community support -*

ANNE ARUNDEL COUNTY SCHOOL DISTRICT, ANNAPOLIS, MARYLAND

In response to evidence of a serious drug problem in 1979-80, the school district of Anne Arundel County implemented a strict new policy covering both elementary and secondary students. It features notification of police, involvement of parents, and use of alternative education programs for offenders. School officials take the following steps when students are found using or in possession of drugs:

- o The school notifies the police, calls the parents, and suspends students for 1-5 school days.
- o The Special Assistant to the Superintendent meets with the students and parents. In order to return to school, students are required to state where and how they obtained the drugs. The students must also agree to participate in either the district's Alternative Drug Program at night, while attending school during the day, or enroll in either the district's Learning Center (grades 7-8) or evening high school (grades 9-12). Students must also take at least 5 hours of counseling, accompanied by their parents. Parents are also required to sign a Drug/Alcohol Reinstatement Form.
- o If students fail to complete the Alternative Drug Program, they are transferred to either the Learning Center or evening high school.
- o Students are expelled if caught using or possessing drugs a second time.

Students caught distributing or selling drugs are expelled immediately and are ineligible to participate in the Alternative Drug Program.

As a result, the number of drug offenses has declined by 60 percent, from 507 in 1979-80 to 211 in 1984-85.

Setting Policy

Recommendation #5: Establish clear and specific rules regarding drug use that include strong corrective actions.

School drug policies can send a message that a drug-free environment is essential for effective learning. School policies should clearly establish the school's position on drug use, possession, and sale on the school grounds and at school functions. Schools should adopt drug policies for both students and school personnel. They may include prevention, intervention, treatment, and disciplinary components.

School policies should:

- o Specify what constitutes a drug offense by defining:
 - Illegal substances and paraphernalia;
 - The area of the school's jurisdiction, e.g., the school property and surroundings;
 - The types of violations, e.g., drug possession, use, and sale.
- o State the consequences for violating school policy; as appropriate, punitive action should be linked with treatment and counseling. Measures that schools have found effective in dealing with first-time offenders include:
 - a required meeting of parents and student with school officials, concluding within a contract signed by the student and parents in which: (1) they acknowledge a drug problem; (2) they agree to participate in drug counseling or a rehabilitation program; and (3) the student agrees not to use drugs.
 - assignment to an alternative school; in-school suspension; after-school or Saturday detention with close supervision and demanding academic assignments;
 - referral to a drug treatment expert or counselor to assess the extent of the problem; and
 - notification of police.

Recommendation #5 (Continued)

Penalties for repeat offenders and for sellers may include: expulsion, legal action, and referral for treatment.

- o Describe procedures for handling violations, including:
 - Legal issues associated with disciplinary actions and how they apply in each type of incident, e.g., confidentiality, due process, and search and seizure;
 - Responsibilities and procedures for reporting suspected incidents that identify the proper authorities to be contacted and the circumstances under which incidents should be reported;
 - Procedures for notifying parents if their child is suspected of or caught with drugs; and
 - Procedures for notifying police.
- o Enlist legal counsel to ensure that the policy is drafted in compliance with applicable Federal, state, and local laws.
- o Build community support for the policy. Hold open meetings where views can be aired and differences resolved.

EASTSIDE HIGH SCHOOL, PATERSON, NEW JERSEY

Eastside High School is located in an inner-city neighborhood and enrolls 3,200 students.

Before 1982, drug dealing was rampant at Eastside. Intruders had easy access to the school and sold drugs on the school premises. Drugs were used in school stairwells and bathrooms. Gangs roamed the hallways, armed with razors and knives.

A new principal, Joe Clark, was instrumental in ridding the school of drugs and violence. Hired in 1982, Clark established order, involved police officers in drug prevention education, and raised academic standards. Among the actions he took were:

- o Establishing and enforcing strict penalties for breaking the discipline code. In reference to drugs, he stated emphatically, "If you're smoking or dealing, you're out." He acted on his warning, recommending the expulsion of 300 students in his first year.
- o Increasing the involvement of local police officers known as the "Brothers in Blue" who visited the school regularly to speak to students about the importance of resisting drugs.
- o Raising academic standards and morale by emphasizing the importance of doing well, requiring a "C" average for participation in athletics, and honoring student achievements.

As a result of actions such as these, Eastside has been transformed. Today, there is no evidence of drug use in the school. Intruders no longer have access to the school; hallways and stairwells are safe. Academic performance has improved substantially: in 1981-82, only 56 percent of the 9th graders passed the state's basic skills test in math, in 1984-85, 87 percent passed. In reading, the percent of 9th graders passing the state basic skills test rose from 40 percent in 1981-82 to 67 percent in 1984-85.

Enforcing Policy

Recommendation #6: Enforce policies against drug use fairly and consistently. Implement security measures to eliminate drugs on school premises and at school functions.

Ensure that everyone understands the policy and procedures that will be followed for infractions. Make copies of the school policy available to all parents, teachers, and students, and take other steps to publicize the policy.

Impose strict security measures to bar access to intruders and prohibit student drug trafficking. Enforcement policies should correspond to the severity of the school's drug problem. For example:

- o At a minimum, officials can require students to carry hall passes, supervise school grounds and hallways, and secure assistance of law enforcement officials, particularly to help monitor areas surrounding the schools.
- o For a severe drug problem, officials can use security personnel to monitor closely school areas where drug sale and use are known to occur; issue mandatory identification badges for school staff and students; request undercover police officers to help stop drug dealing; and--depending on applicable law--develop a policy that permits periodic searches of student lockers.

Review enforcement practices regularly to ensure that penalties are uniformly and fairly applied.

LEGAL QUESTIONS ON SUSPENSION AND EXPULSION

The following questions and answers briefly describe several Federal requirements that apply to the use of suspension and expulsion as disciplinary tools. These may not reflect all laws, policies, and judicial precedents applicable to any given school district. School officials should consult with legal counsel to determine what flexibility the law permits and to ensure that all legal requirements are met.

What Federal procedural requirements apply to suspension or expulsion?

- o The Supreme Court has held that students facing suspension or expulsion from school are entitled under the U.S. Constitution to the basic due process protections of prior notice and an opportunity to be heard.¹ The nature and formality of the "hearing" to be provided depends on the severity of the sanction being imposed.
- o A formal hearing is not required when a school seeks to suspend a student for 10 days or less. Due process in that situation requires only that:
 - The school must inform the student, either orally or in writing, of the charges and of the evidence to support those charges;
 - The school must give the student an opportunity to deny the charges and present his or her side of the story; and
 - As a general rule, the notice to the student and a rudimentary hearing should precede a suspension unless a student's presence poses a continuing danger to persons or property or threatens to disrupt the academic process. In such cases, the notice and rudimentary hearing should follow as soon as possible after the student's removal.
- o More formal procedures may be required for suspensions longer than 10 days and for expulsions. In addition, Federal law and regulations establish special rules governing suspensions and expulsions of handicapped students.
- o States and local school districts may require or limit additional suspension and expulsion procedures according to local circumstances.

Can students be suspended or expelled from school for drug-related misconduct?

Generally, yes. A school may suspend or expel students in accordance with the terms of its discipline policy. A school policy may provide for penalties of varying severity, including suspension or expulsion, to respond to drug-related offenses. It is helpful to be explicit about the types of offenses that will be punished and about the penalties that may be imposed for particular types of offenses (e.g., use, possession, or sale of drugs). For the most part, State and local law will determine the range of sanctions permitted. In designing local policies, school officials should also take into account the extent to which laws and regulations permit them to impose punishment for student misconduct occurring off-campus.

Is a school district required to provide alternative schooling to students who are expelled?

This depends on State and local law.

(For more detailed discussion of legal issues, see special section on pages ____.)

¹ Goss v. Lopez, 419 U.S. 565 (1975).

LEGAL QUESTIONS ON SEARCH AND SEIZURE

*Pre-agreement
any impact?*

In 1985, the Supreme Court for the first time analyzed the application in the school setting of the Fourth Amendment prohibition of "unreasonable searches and seizures."¹ The Court sought to craft a rule that would balance the need of school authorities to maintain order and the privacy rights of students. The questions below summarize the Supreme Court's decision and those of lower Federal courts. Because a short summary cannot reflect all laws, policies, and judicial precedents that may apply in particular school districts, school officials should consult with legal counsel in formulating local policies.

What legal standard applies to school officials who search students and their possessions for drugs?

The U.S. Supreme Court has held that school officials may institute a search if there are "reasonable grounds" to believe that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school.

Do school officials need a search warrant to conduct a search for drugs?

No, not if they are carrying out the search independently of the police and other law enforcement officials. A more stringent legal standard may apply if law enforcement officials are involved in the search.

How extensive can a search be?

The scope of the permissible search will depend on whether the measures used during the search are reasonably related to the purpose of the search and are not excessively intrusive in light of the age and sex of the student being searched. The more intrusive the search, the greater the justification that will be required by the courts.

Do school officials have to stop a search when they find the object of the search?

Not necessarily. If a search reveals items suggesting the presence of other evidence of crime and misconduct, the school official may continue the search. For example, if a teacher is justifiably searching a student's purse for cigarettes and finds rolling papers, it will be reasonable (subject to any local policy to the contrary) for the teacher to search the rest of the purse for evidence of drugs.

Can school officials search student lockers?

Reasonable grounds to believe that a particular student locker contains evidence of a violation of the law or school rules will generally justify a search of that particular locker. In addition, some courts have upheld written school policies that authorize school officials to inspect student lockers at any time.

(For more detailed discussion of legal issues, see special section on pages ____).

¹ T.L.O. v. New Jersey, 105 S. Ct. 733 (1985).

. 10 >

* * * * *

TIPS FOR SELECTING DRUG PREVENTION MATERIALS

In evaluating drug prevention materials, keep in mind the following:

Check the date of publication.

Material published before the late-1970s may be outdated and inaccurate.

Look for "warning flag" phrases and concepts.

These expressions imply the "safe" use of mind-altering drugs:

Many appear frequently in "pro-drug" material: experimental use, recreational use, social use, controlled use, responsible use, use/abuse.

Mood-altering is a deceptive substitute for mind-altering.

The implication of the phrase "mood-altering" is that only temporary feelings are involved. The fact is that mood changes are biological changes in the brain.

There are no "good" or "bad" drugs, just improper use:

This is a popular semantic camouflage in pro-drug literature. It confuses young people and minimizes the very distinct chemical differences among substances.

soft vs. hard

"The child's own decision:"

Parents cannot afford to leave such hazardous choices entirely to their children. It is the parents' responsibility to do all in their power to provide the information and the protection to assure their children a drug-free childhood and adolescence.

Make certain the health consequences revealed in current research are adequately described.

Literature should make these facts clear: The high potency of marijuana on the market today makes it more dangerous than ever; THC, a psychoactive ingredient in marijuana, is fat soluble and its accumulation in the body has many adverse biological effects; cocaine can cause death and is one of the most addictive drugs known to man.

Be alert for contradictory messages.

Often the author gives a pro-drug message and then covers his tracks by including "cautions" about how to use drugs.

Demand material that sets positive standards of behavior for children.

The message conveyed must be an expectation that children can say NO to drugs. The publication and its message must provide the information and must support the caring family involvement to reinforce the child's courage to stay drug-free.

Creating a Curriculum

Recommendation #7: Implement a comprehensive K-12 drug prevention curriculum that teaches students that drug use is wrong and harmful and that supports and strengthens the nonuse of drugs.

The curriculum should have as its main objectives:

- o To value and maintain sound personal health;
- o To respect laws and rules prohibiting drugs;
- o To resist pressures to use drugs; and
- o To promote drug-free student activities that offer healthy avenues for student interests.

In developing a curriculum, school staff should:

- o Determine curriculum content appropriate for the school's drug problem and grade levels;
- o Base the curriculum on knowledge of why children try drugs, teaching them about influences on their behavior and how to counter these influences in refusing to use drugs; and
- o Review existing materials for possible adaptation. State and national organizations with an interest in drug prevention have available lists of materials and, in some cases, lending libraries.

In implementing a curriculum, school staff should:

- o Include all grades. Effective drug education is cumulative;
- o Teach about drugs not only through health education but also in such classes as social studies and science; and
- o Develop expertise in drug prevention through training. Teachers of drug prevention must be knowledgeable about drugs and be skilled at eliciting participation from students.

(For more detailed information on topics and learning activities to incorporate in a drug prevention curriculum, see pages _____.)

SAMUEL GOMPERS VOCATIONAL-TECHNICAL HIGH SCHOOL, NEW YORK CITY

Samuel Gompers Vocational-Technical High School is located in the South Bronx in New York City. Enrollment is 1,500 students; 95 percent are from low-income families.

In June 1977, an article in The New York Times likened Gompers to a "war zone." Students smoked marijuana and sold drugs both inside the school and on the school grounds; the police had to be called in daily.

In 1979, the School Board hired a new principal, Victor Herbert, who succeeded in turning the school around. Herbert established order, implemented a drug awareness program, involved the private sector, and instilled pride in the school and its students. Among the actions he took were the following:

- o In cooperation with the police captain, Herbert arranged for the same two police officers to respond to all calls from Gompers. These officers came to know the Gompers students; eventually, students confided in the police about drug sales occurring near the school. Police also assisted the school staff in patrolling the school grounds and were stationed at a nearby park known for drug trafficking.

Herbert stationed security guards and faculty outside each bathroom. "Hall sweeps" were organized in the middle of class periods and students were no longer allowed to leave the premises at lunch time.

- o He established a drug program for teachers, students, and parents that focused on recognizing the signs of drug use. Other drug awareness programs were implemented that involved the police and community organizations.
- o He persuaded private companies, such as IBM, to hire students for after school and summer work. Students had to be drug-free to participate. This requirement demonstrated to students that private employers would not tolerate drug use.

The results of Herbert's actions were remarkable. In 1985, there were no known incidents of students using alcohol or drugs in the school or on school grounds and only one reported incident of violence. The percent of students reading at or above grade level increased from 45 percent in 1979-80 to 67 percent in 1984-85.

Enlisting the Community

Recommendation #8: Reach out to the community for support and assistance in making the school's anti-drug policy and program work. Develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers, treatment organizations, and private groups can work together to provide necessary resources.

School officials should recognize that they cannot solve the drug problem alone. They need to get the community behind their efforts by taking action to:

- o Increase community understanding of the problem through meetings, media coverage, and educational programs;
- o Build public support for the policy; develop agreement on the goals of a school drug policy, including goals on prevention and enforcement;
- o Educate the community about the effects and extent of the drug problem;
- o Strengthen contacts with law enforcement agencies through discussions about the school's specific drug problems and ways they can assist in drug education and enforcement;
- o Call upon local professionals, such as physicians and pharmacists, to share their expertise on drug abuse as class lecturers; and
- o Garner resources of community groups and local businesses to support the program.

WHAT STUDENTS CAN DO

Learning the Facts

Recommendation #9: Learn about the effects of drug use, why drugs are harmful, and how to resist pressures to try drugs. Students can arm themselves with the knowledge to resist drug use by:

- o Learning about the effects and risks of drugs;
- o Learning the symptoms of drug use and learning who is available to help if friends or family members are in trouble;
- o Knowing the school rules on drugs and how they can help to make the school policy work;
- o Knowing school procedures for reporting drug offenses; and
- o Knowing the laws on drug use and the penalties, for example, for driving under the influence of drugs and alcohol.

R.H. Watkins High School of Jones County, Mississippi, has developed a pledge, excerpted below, which sets forward the duties and responsibilities of students participating as counselors in the school's peer counseling program.

* * * * *

RESPONSIBILITY PLEDGE FOR A PEER COUNSELOR
R. H. WATKINS HIGH SCHOOL

* * * * *

* As a drug education peer counselor you have the opportunity to help the youth of our community develop to their full potential without the interference of illegal drug use. It is a responsibility you must not take lightly. Therefore, please read the following responsibilities you will be expected to fulfill next school year and discuss them with your parents or guardians.

* Responsibilities of a Peer Counselor * * * * *

* Understand and be able to clearly state your beliefs and attitudes about drug use among teens and adults. * * * * *

* Remain drug-free. * * * * *

* Maintain an average of C or better in all classes. * * * * *

* Maintain a citizenship average of B or better. * * * * *

* Participate in some club or extracurricular activity which emphasizes the positive side of school life. * * * * *

* Successfully complete training for the program, including, for example, units on the identification and symptoms of drug abuse, history and reasons for drug abuse, and the legal/economic aspects of drug abuse. * * * * *

* Successfully present monthly programs on drug abuse in each of the elementary and junior high schools of the Laurel City school system, and to community groups, churches, and statewide groups as needed. * * * * *

* Participate in rap sessions or individual counseling sessions with Laurel City school students. * * * * *

* Attend at least one Jones County Drug Council meeting per year, attend the annual Drug Council Awards Banquet, work in the Drug Council Fair exhibit and in any Drug Council workshops, if needed. * * * * *

* Grades and credit for Drug Education will be awarded on successful completion of and participation of all the above-stated activities. * * * * *

* _____ Student's Signature _____ Parent's or Guardian's Signature _____ * * * * *

* * * * *

* * * * *

Helping to Fight Drug Use

Recommendation #10: Use an understanding of the danger posed by drugs to help other students avoid them. Encourage other students to resist drugs, convince those using drugs to seek help, and report those selling drugs to parents and the school principal.

Although students are the primary victims of drug use in the schools efforts to stop or prevent drug use cannot succeed unless students are active participants.

Students can help fight drug use by:

- o Participating in open discussions about the extent of the problem at their own school;
- o Supporting a strong school anti-drug policy and firm, consistent enforcement of rules;
- o Setting a positive example for fellow students and speaking forcefully against drug use;
- o Teaching other students, particularly those who are younger, about the harmful effects of drugs;
- o Encouraging their parents to join with other parents to promote a drug-free environment outside of school. (Some successful parent groups were started by the pressure of a son or daughter concerned about drugs);
- o Becoming actively involved in efforts to inform the community about the drug problem;
- o Starting a drug-resistance club or other activity to create positive, challenging ways for youth to have fun without drugs. Obtaining adult sponsorship for the group and publicizing its activities; and
- o Encouraging friends who may have a drug problem to seek help and reporting persons selling drugs to parents and the principal.

GREENWAY MIDDLE SCHOOL, PHOENIX, ARIZONA

Greenway Middle School is in a rapid growth area of Phoenix. The student population of 950 is highly transient.

Greenway developed a comprehensive drug prevention program in the 1979-80 school year. The program provides strict sanctions for students caught with drugs, but its main emphasis is on prevention. Features include:

- o Teaching students about drugs in science classes; mini-units on why people use drugs and what treatment resources are available to drug users; distribution and discussion of current literature on drugs; sponsorship of a one-day Prevention Fair in which community experts talk to students about drug prevention;
- o Enrolling students and staff in the "All Star" training program, where they learn how to resist peer pressure, make decisions, and develop plans for personal and school improvement;
- o Peer counselor training for specially selected students; drug counseling for students who are using drugs.

Under Greenway's drug policy, first-time offenders who are caught using or possessing drugs are suspended for six to ten days. First-time offenders who are caught selling drugs are subject to expulsion. The policy is enforced in close cooperation with the local police department.

As a result of the Greenway program, drug use and disciplinary referrals declined dramatically between 1980 and 1985. The number of drug-related referrals to the school's main office decreased by 78 percent; the number of total discipline-related referrals decreased by 62 percent.

WHAT COMMUNITIES CAN DO

* * * * *

PROJECT DARE, LOS ANGELES, CALIFORNIA

The police department and school district have teamed up to provide DARE (Drug Abuse Resistance Education), now operating in 405 schools from grades K through 8 in Los Angeles. Fifty-two carefully selected and trained frontline officers are implementing a curriculum to teach students, to say no to drugs, build their self-esteem, manage stress, resist pro-drug media messages, and develop other skills to keep them drug-free. In addition, officers spend time on the playground at recess so that students can get to know them. Meetings are also held with teachers, principals, and parents to discuss the curriculum.

Research has shown that DARE has improved student attitudes about themselves, increased their sense of responsibility for themselves and to police, as well as strengthened attitudes to resist drugs. For example, prior to the DARE program, 51 percent of fifth grade students tended to equate drug use with having more friends. After training, only 8 percent had this attitude.

DARE has also demonstrably changed parent attitudes through an evening program designed to teach parents about drugs, the symptoms of drug use, and how to increase family communication. Before DARE was begun, 32 percent of parents felt that it was okay for children to drink alcohol at a party as long as adults were present. After DARE, no parents agreed with this. Fully 61 percent thought that there was nothing parents could do about their children using drugs, prior to DARE. Only 5 percent said so after the program.

Because of the great enthusiasm for DARE from principals, teachers, the community, and students, the program has spread from 50 elementary schools in 1983 to all 347 elementary and 58 junior high schools in Los Angeles. DARE will soon be fully implemented in Virginia.

* * * * *

Providing Support

Recommendation #11: Help schools fight drugs by providing them with the expertise and financial resources of community groups and agencies.

Law enforcement agencies and the courts can:

- o Provide volunteers to speak in the schools about the legal ramifications of drug use. Officers can encourage students to cooperate with them to stop drug use; and
- o Meet with school officials to discuss concerns regarding drug use in the school, sharing information on the drug problem outside of school, and helping school officials in their investigations.

Social service and health agencies can:

- o Provide volunteers to speak in the school about the effects of drugs;
- o Meet with parents to discuss symptoms of drug use and to inform them about counseling resources;
- o Provide the schools with health professionals to evaluate students who may be potential drug users;
- o Provide referrals to local treatment programs for students who are using drugs; and
- o Establish and conduct drug counseling and support groups for students.

Businesses can:

- o Speak in the schools about the effects of drug use on employment;
- o Provide incentives for students who participate in drug prevention programs and lead drug-free lives;
- o Help schools obtain curriculum materials for their drug prevention program; and
- o Sponsor drug-free activities for young people.

Parent groups can:

- o Mobilize others through coffees, door-to-door canvassing, and school meetings to ensure the students get a consistent no-drug message at home, at school, and in the community;

Recommendation #11 (Continued)

- o Contribute volunteers to chaperone student parties and other activities.

Media can:

- o Educate the community about the nature of the drug problem in their schools; and
- o Publicize school efforts to combat the problem.