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OPERATION SPECDA, NEW YORK CITY

Operation SPECDA (School Program to Educate and Control Drug Abuse) is a cooperative program of the New York City Board of Education and the police department. It operates in 154 schools, serving students and their parents in grades K-8. SPECDA has two aims: education and enforcement. Police help provide classes and presentations on drug abuse in the schools. At the same time, they concentrate enforcement efforts within a two-block radius of schools to create a drug-free corridor for students.

The enforcement aspect has had some impressive victories. Police have made 7,500 arrests to date, 66 percent in the vicinity of elementary schools. In addition, they have seized over \$1 million worth of narcotics, as well as \$1 million in cash and 139 firearms.

SPECDA provides a simultaneous focus on education. Carefully selected police officers team with drug abuse counselors to lead discussion sessions spaced throughout the fifth and sixth grades. The discussions emphasize: Building good character and self-respect, the dangers of drug use, civic responsibility and the consequences of actions, and constructive alternatives to drug abuse.

Similar presentations are made in school assemblies for grades K through 4 and in the junior high schools. An evening workshop involves parents, helping them reinforce the SPECDA message.

An evaluation of participants in SPECDA demonstrated that a majority of the students had increased their awareness of the dangers of drug use, and demonstrated strong positive attitudes toward SPECDA police officers and drug counselors. When interviewed, students have shown a strengthened resolve to resist drugs.

Tough Law Enforcement

Recommendation #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.

Community groups can:

- o Support school officials who take a strong position on drugs;
- o Support State and local policies to keep drugs and drug paraphernalia away from school children;
- o Build a community consensus in favor of strong penalties for those convicted of selling drugs, particularly for adults who have sold drugs to children; and
- o Encourage programs to provide treatment to juvenile first-offenders while maintaining tough penalties for repeat offenders and drug sellers.

Law enforcement agencies, in cooperation with schools, can:

- o Establish the procedures each will follow in school drug cases;
- o Secure areas around schools and see that the sale and use of drugs are stopped; and
- o Provide advice and personnel to help improve security in the school or on the school premises.

CONCLUSION

CONCLUSION

Drug use impairs student learning, motivation, and maturation. It disrupts our schools and family life. Drug-related crimes overwhelm our courts and social service agencies and preoccupy our police. This situation need and must not continue.

Collaboration is essential. Schools must know from police, parents, and students when children are in trouble. Likewise, parents must know from other parents and schools when their children are exhibiting behavior that indicates drug use. School policies must involve parents, students, and law enforcement officials. School administrators should use community health specialists as sources of information on drugs and as referrals for students suffering from drug dependency.

Student drug use is prompted by social influences--peers, parents, and siblings who use and approve of drugs; movies and television portrayals that glamorize or sensationalize drugs; and weak enforcement sanctions in schools and communities that trivialize the use or possession of drugs. Only a consistent, strong message from all members of the community that illicit drug use is wrong will result in the elimination of this problem.

We urge you to use this handbook in opening up a discussion in your community on the responsibilities that we all share for freeing our Nation's schools of drugs. We know what works, we know that drug use can be stopped. It is time to join together in a national effort to achieve schools without drugs.

DRUG PREVENTION CURRICULUM

DRUG-FREE HEALTH ?

DRUG PREVENTION CURRICULUM: SAMPLE TOPICS AND LEARNING ACTIVITIES

An effective drug prevention curriculum covers a broad set of educational objectives. A core curriculum consisting of four objectives and sample topics and learning activities follow.

OBJECTIVE 1: To value and maintain sound personal health; to understand how drugs affect health.

An effective drug prevention curriculum instills respect for a healthy body and mind, and imparts knowledge of how the body functions, an understanding of how personal habits contribute to good health, and knowledge about the nature and effects of drugs.

At the early elementary level, children learn how to care for their bodies. Knowledge about habits, medicine, and poisons lays the foundation for learning about drugs. Older children begin to learn about the drug problem and study those drugs to which they are most likely to be exposed. The curriculum for secondary school students is increasingly drug-specific and students learn about the effects of certain drugs on their bodies and on adolescent maturation.

Sample curriculum topics for elementary school:

- o The role of nutrition, medicine and health care professionals in preventing and treating disease;
- o The difficulties of recognizing which substances are safe to eat or touch; ways to learn whether a substance is safe--consulting with an adult; reading labels;
- o The effects of poisons on the body; the effects of medicine on body chemistry--the wrong drug may make a person sick;
- o The nature of habits: their conscious and unconscious development;

The wrong drug may also make a person feel good at first. Even children need to understand about dealing w/ problems, peer pressure etc. This is too narrow.

Sample curriculum topics for secondary school:

- o Stress: how the body responds to stress; ways in which taking drugs increases stress;
- o The chemical properties of drugs;
- o The effects of drugs on the circulatory, digestive, nervous, reproductive, and respiratory systems. The effects of drugs on adolescent development.
- o Patterns of substance abuse--the progressive effects of drugs on the body and mind;
- o The drug problem at school, among teenagers, and in society.

Young people are worried about their futures.

Children tend to be present-oriented and are likely to feel invulnerable to long-term effects of drugs. For this reason, they should be taught about the short-term effects of drug use such as impact on appearance, alertness, and coordination, as well as the cumulative effects.

Sample learning activities for elementary school:

- o Make a coloring book depicting various substances. Color only those items that are safe to eat;
- o Use puppets to dramatize what can happen when chemicals are used;
- o Write stories about what to do if a stranger offers candy, pills, or ride. Discuss options in class;
- o Try, for a limited time, to break a bad habit. The teacher emphasizes that it is easier not to start a bad habit than to break one already in place;

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Sample learning activities for high school:

- o Discuss the properties of drugs with community experts--physicians, scientists, pharmacists, or law enforcement officers;
- o Interview social workers in drug treatment centers. Visit an open meeting of Alcoholics Anonymous or Narcotics Anonymous. These activities should be open only to mature students; careful preparation and debriefing is essential;
- o Research the drug problem at school, in the community, or in the sports and entertainment fields;
- o Design a true/false survey about drug myths and facts. Conduct the survey with classmates and analyze the results;
- o Develop an accessible lending library on drugs, well-stocked with up-to-date informational materials.

When outside experts are used in class, both the class and the expert should be prepared in advance. Students should learn about the visitor's profession and prepare questions to ask during the visit. The resource person should know the objectives of the session and how it fits into previous and subsequent learning. The resource person should be involved in a discussion or classroom activity, not simply as a speaker.

OBJECTIVE 2: To respect laws and rules prohibiting drugs.

The curriculum teaches children to respect rules and laws as the embodiment of social values and as tools for protecting individuals and society. It provides specific instruction about laws concerning drugs.

Students in the early grades learn to identify rules and understand their importance, while older students learn about the school drug code and laws regulating drugs.

Sample curriculum topics for elementary school:

- o What rules are and what would happen without them.
- o What values are and why they should guide behavior.
- o What responsible behavior is.
- o Why it is wrong to take drugs.

Sample curriculum topics for secondary school:

- o Student responsibilities in promoting a drug-free school.
- o Local, state, and Federal laws on controlled substances; why these laws exist and how they are enforced.
- o Legal and social consequences of drug use. Penalties for driving under the influence of alcohol or drugs. The relationship between drugs and other crimes.

Sample learning activities for elementary school:

- o Use stories and pictures to identify rules and laws in everyday life (e.g., lining up for recess).
- o Imagine how to get to school in the absence of traffic laws; try to play a game that has no rules.
- o Name things important to adults and then list rules they have made about these things. (This activity helps explain values.)
- o Solve a simple problem (e.g., my big sister beats me up; my math grades are low). Discuss which solutions are best and why.
- o Discuss school drug policies with the principal and other staff members. Learn how students can help make the policy work better.

Sample learning activities for secondary school:

- o Resolve hypothetical school situations involving drug use. Analyze the consequences for the school, other students, and the individuals involved.

- o Collect information about accidents, crimes, and other problems related to drugs. Analyze how the problem might have been prevented and how the incident affected the individuals involved.
- o Conduct research projects. Interview community members such as attorneys, judges, police officers, state highway patrol officers, and insurance agents about the effects of drug use on the daily lives of teenagers and their families.
- o Draft a legislative petition proposing enactment of a state law on drug use. Participate in a mock trial or legislative session patterned after an actual trial or debate. Through these activities, students learn to develop arguments on behalf of drug laws and their enforcement.

OBJECTIVE 3: To recognize and resist pressures to use drugs

Social influences play a key role in encouraging children to try drugs. Pressures to use drugs come from both internal sources, such as a child's desire to feel included or to demonstrate independence, and external influences, such as the opinions and example of friends, older children, adults, and media messages.

Students must learn to identify these pressures. They must then learn how to counteract messages to use drugs and gain practice in saying no. The curriculum emphasizes influences on behavior, responsible decision-making, and techniques for resisting pressures to use drugs.

Sample curriculum topics for elementary through high school:

- o The influence of popular culture on behavior.
- o The influence of peers, parents, and other important individuals on behavior. How the need to feel accepted by others influences behavior.
- o How to make responsible decisions; how to deal constructively with disagreeable moments and pressures.
- o Reasons for not taking drugs.
- o Situations in which students may be pressured into using drugs.
- o Ways of resisting pressure to use drugs.
- o Benefits of resisting pressure to use drugs.

Sample learning activities for elementary through high school:

- o Describe recent personal decisions. In small groups, decide what considerations influenced the decision (e.g., opinions of family or friends, beliefs, desire to be popular) and analyze choices and consequences.
- o Examine ads for cigarettes, over-the-counter drugs, and alcohol, deciding what images are being projected, and whether the ad is accurate.
- o Read stories about famous people who stood up for their beliefs in the face of opposition. Students can discuss how these people withstood the pressure and what they accomplished.
- o Give reasons for not taking drugs. Discuss with a health educator or drug counselor the false arguments for using drugs. Develop counter-arguments in response to typical messages or pressures on behalf of drug use.
- o Given the scenario depicting pressure to use drugs, act out ways of resisting (a simple refusal, giving a reason, leaving the scene, etc.). Students then practice these techniques repeatedly. Demonstrate ways of resisting pressures, using older students specially trained as peer teachers.
- o Present scenarios involving drug-related problems (e.g., learning that another student is selling drugs, a sibling using drugs; or being offered a drive home by a friend under the influence of drugs). Students act out what they would do and to whom they would turn for help.
- o Discuss how it feels to resist pressures to take drugs. Hold a poster contest to depict the benefits derived from both not using and from saying no (e.g., being in control, increased respect from others, self-confidence).

OBJECTIVE 4: To promote activities that reinforce the positive, drug-free elements of student life.

School activities that provide students opportunities to have fun without drugs and to contribute to the school community build momentum for peer pressure not to use drugs. They also nurture positive examples by giving older students opportunities for leadership related to drug prevention.

Sample activities:

- o Make participation in school activities dependent on an agreement not to take drugs.
- o Ensure that drugs will not be available at school-sponsored activities or parties. Plan these events carefully to be certain that students have attractive alternatives to drug use.
- o Give students opportunities for leadership. They can be trained to serve as peer leaders in drug prevention programs, write plays, or design posters for younger students. Activities such as these provide youthful role models who speak about the importance of not using drugs.
- o Form action teams for school improvement with membership limited to students who are drug-free. These action teams campaign against drug use, design special drug-free events, conduct and follow up on surveys of school needs, assist teachers with paperwork, tutor other students, or improve the appearance of their school. Through these activities, students develop a stake in their school, have the opportunity to serve others, and are provided with positive reasons to reject drug use.

LEGAL ISSUES IN DRUG USE

LEGAL ISSUES IN DRUG POLICY

In creating a constructive, effective campaign against drug use, schools must work within a framework of Federal, state and local laws. Most legal issues arising in the school setting are governed primarily by state and local laws. However, in several important areas, such as search and seizure, due process, and confidentiality of student records, Federal law establishes some basic requirements.

Although legal requirements do impose some limits on certain types of actions by schools, the courts generally accord school officials broad authority to establish reasonable rules for student conduct and will uphold reasonable and fair disciplinary actions against students. In July 1986, the Supreme Court reaffirmed that while students do not "shed their constitutional rights...at the schoolhouse gate,"¹ these rights are "not automatically coextensive with the rights of adults in other settings."² Rather, such rights must be interpreted and applied in a way that does not prevent school authorities from keeping order or educating students. All in all, legal requirements should not prevent schools from establishing a workable and effective school drug strategy.

The pages that follow describe in general terms the Federal legal requirements that will affect the development and enforcement of a school drug policy. This handbook is not a compendium of all laws that may apply to a school district, and it is not intended to provide legal advice on specific issues that may arise. Advice should be sought from legal counsel during the development and implementation of a school's drug policy in order to determine the degree of flexibility available under applicable law and to ensure that the school's policy and actions comply with all legal requirements.

School procedures designed to meet legal requirements should be known to and understood by school administrators and teachers, as well as students, parents, and law enforcement officials. Careful formulation of and adherence to such policies can avert serious mishandling of emergency situations and reduce the likelihood of litigation about school actions. Additional sources of information on legal issues in school drug policy are listed at the end of this handbook.

¹ Tinker v. Des Moines Independent Community School District, 393 U.S. 503, 506 (1969).

² Bethel v. Fraser, No. 84-1667, 54 U.S.L.W. 5054 (July 7, 1986).

Search and Seizure

In 1985, the Supreme Court held that the Fourth Amendment prohibition against unreasonable searches and seizures applies in the school setting.³ However, because the Court also recognized the special characteristics of the school setting, it crafted a standard that balances the need of school authorities to maintain order and the privacy rights of students. Thus, the Supreme Court held that school officials, unlike the police, do not need "probable cause" or a search warrant in order to conduct a search.

Under the Supreme Court's ruling:

- o 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.
- o An otherwise reasonable search will be permissible in its scope when 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.
- o School officials are not required to obtain search warrants when they carry out searches 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.

Interpretation of Reasonable Grounds Standard

Lower courts are beginning to interpret and apply the "reasonable grounds" standard in the school setting. From these cases it appears that courts will require more than generalized suspicion, curiosity, rumor or a hunch to justify searching a student or his possessions. Factors that will help sustain a search include the observation of specific and articulable behavior or activities leading one reasonably to believe that a given student is engaging in or has engaged in prohibited conduct. The more specific the evidence in support of searching a particular student, the more likely the search will be upheld. For example, courts using a reasonable grounds (or similar) standard have upheld the right of school officials to search--

- o a student's purse, after a teacher saw her smoking in a restroom and the student denied having smoked or being a smoker;⁴
- o a student's purse, after several other students said that she had been distributing firecrackers;⁵
- o a student's pockets, based on a phone tip from an anonymous source who had previously provided accurate information.⁶

³ New Jersey v. T.L.O., _____ U.S. _____, 105 S. Ct. 733 (1985).

⁴ Id.

⁵ Bahr v. Jenkins, 539 F. Supp. 483, 488 (E.D. Ky. 1982).

⁶ Martens v. District No. 220, 620 F. Supp. 29 (N.D. Ill. 1985).

Scope of the Permissible Search

School officials are authorized to conduct searches within reasonable limits. The Supreme Court has described two aspects of these limits. First, when officials conduct a search, they must use only measures that are reasonably related to the purpose of the search; second, the search may not be excessively intrusive in light of the age or sex of the student. For example, if a teacher believes she has seen one student passing a marijuana cigarette to another student, she might reasonably search the students and any nearby belongings in which they might have tried to hide the drug. Once it turns out that what she saw was a stick of gum, the teacher would have no justification for any further search for drugs.

A search that is appropriate in a high school where drug use is prevalent may not always be considered reasonable in an elementary school. The more intrusive the nature of the search, the greater the justification that will be required by the courts. A search of a student's jacket or bookbag can often be justified as reasonable. At the other end of the spectrum, strip searches are considered a highly intrusive invasion of an individual's privacy and are viewed with disfavor by the courts, although even these searches have been upheld in some circumstances.

Schools officials do not necessarily have to stop a search if they find what they are looking for. If the search of a student reveals items that create reasonable grounds for suspecting that he may also possess other evidence of crime or misconduct, the school officials may continue the search. For example, if a teacher justifiably searches a student's purse for cigarettes and finds rolling papers like those used for marijuana cigarettes, it will then be reasonable for the teacher to search the rest of the purse for other evidence of drugs.

Consent

If a student consents to a search, the search is permissible, regardless of whether there would otherwise be reasonable grounds for the search. To render such a search valid, however, the student must give his consent knowingly and voluntarily. Establishing whether the student's consent to search was voluntary can be difficult and the burden is on the school officials to prove the voluntariness of consent.

If a student agrees to be searched out of fear or other coercion, that consent will probably be found invalid. Likewise, if school officials indicate that a student must agree to a search, or if the student is otherwise unaware that he has the right to object, his consent will also be held invalid. School officials may therefore find it helpful to explain to students that they need not consent to a search. In some cases, standard consent forms may be useful.

If a student is asked to consent to a search and refuses, that does not mean that the search may not occur. Rather, in the absence of consent, school officials retain the authority to conduct a search when there are reasonable grounds to justify it, as described above.

Special Types of Searches

The Supreme Court has not addressed the specific issues of locker searches, the use of trained dogs to detect drugs in schools, and the use of urinalysis to screen students for drugs. The following paragraphs explain some general principles in these areas as developed by other courts:

- o Locker Searches. School officials will usually be justified in searching a student's locker if they have reasonable grounds to believe that a particular locker contains evidence of a violation of the law or school rules. Courts have also usually upheld locker searches where schools established written locker policies in which school officials assumed joint control over student lockers, maintained duplicate or master keys for all lockers, and reserved the right to inspect student lockers at any time.⁷ While this has not become established law in every part of the country, it will probably be easier to justify locker searches in schools that have such policies.
- o Specially-trained dogs. Courts disagree as to whether the use of a specially-trained dog to detect drugs on students constitutes a search within the meaning of the Fourth Amendment. Some courts have held that a dog's sniffing of a student is a search, and that, in the school setting, individualized grounds for reasonable suspicion are required in order for such a "sniff-search" to be held constitutional.⁸ Under this standard, a blanket search of a school's entire student body by specially-trained dogs would be prohibited.

Other courts have held that the use of trained dogs does not constitute a search; such courts have permitted their use without individualized grounds for suspicion.⁹ Another factor that courts may consider is the way that the dogs detect the presence of drugs. In some instances, the dogs are merely led down hallways or classroom aisles, while in others, the dogs actually touch parts of the students' bodies. The latter use of dogs is more intrusive and so is more likely to be considered a "search."

⁷ Zamora v. Pomeroy, 639 F.2d 662 (10th Cir. 1981) (locker search conducted after trained police dog indicated presence of marijuana inside).

⁸ Horton v. Goose Creek Independent School District, 690 F.2d 470 (5th Cir. 1982) (en banc), cert. denied, 463 U.S. 1207 (1983) (dogs sniffed closely at students and sometimes touched them).

⁹ Doe v. Renfrow, 475 F.Supp. 1012 (N.D. Ind. 1979), aff'd in relevant part, 631 F.2d 91 (7th Cir.), cert. denied, 451 U.S. 1022 (1981).

Courts have generally held that the use of specially-trained dogs to detect drugs on objects, as opposed to persons, is not a search within the meaning of the Fourth Amendment. Therefore, school officials may often be able to use dogs to inspect student lockers and school property.¹⁰

- o Drug-testing. The use of urinalysis or other tests to screen students for drugs is a relatively new phenomenon and the law in this area is still evolving. The few courts that have considered this issue so far have not upheld urinalysis testing to screen public school students for drugs.¹¹ The permissibility of drug-testing of students under all circumstances has not yet been determined, but drug-testing of adults has been upheld in the criminal law setting.

Disposition of Drugs and Drug-related Material

School authorities should consult law enforcement officials to establish a policy for the disposition of drugs and drug-related material seized from students. Establishing and following such a policy can protect school officials from the risk of being charged with unlawful possession of contraband seized from students and will also be important if criminal proceedings are instituted following a drug seizure. In a criminal prosecution, the state must prove that the items produced as evidence in court are the same items that were seized from the suspect. Thus, the state must establish a "chain of custody" over the seized items which accounts for the possession of the evidence from the moment of its seizure to the moment it is introduced in court. Thus, school policy regarding the disposition of drug-related items should include procedures for the custody and safekeeping of drugs and drug-related materials prior to their removal by the police and procedures for recording the circumstances surrounding the seizure.

¹⁰ Horton v. Goose Creek Independent School District, 690 F.2d at 477.

¹¹ See Odenheim v. Carlstadt-East Rutherford Regional School District, No. C-4305-85E (N.J. Super. Ct. Ch. Div. December 9, 1985); Anable v. Ford, Civ. No. 84-6033 (W.D. Ark. July 15, 1985), modified, (W.D. Ark. September 6, 1985).

Suspension and Expulsion

Students facing suspension or expulsion from school are entitled under the U.S. Constitution and most state constitutions to the basic due process protections of notice and an opportunity to be heard. Because the Supreme Court has recognized that the schools' ability to maintain order would be impeded if formal procedures were required every time school authorities sought to discipline a student, the Court has held that the nature and formality of the "hearing" to be provided will depend upon the severity of the sanction being imposed.

A formal hearing is not required when a school seeks to suspend a student for 10 days or less.¹² The Supreme Court has held that the constitutional guarantee of due process in that situation requires only that:

- o the school must inform the student, either orally or in writing, of the charges against him and of the evidence to support those charges;
- o the school must give the student an opportunity to deny the charges and present his side of the story; and
- o as a general rule, this notice and rudimentary hearing should precede a suspension. However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school. In such situations, the notice and rudimentary hearing should follow as soon as possible.

The Court also stated that more formal procedures may be required for suspensions longer than 10 days and for expulsions. While it did not establish specific procedures to be followed in those situations, other Federal courts¹³ have set the following guidelines for expulsions. These guidelines would be sufficient for suspensions longer than 10 days as well:

- o The student must be notified in writing of the specific charges against him which, if proven, would justify expulsion.
- o The student should be given the names of the witnesses against him and an oral or written report on the facts to which each witness will testify.
- o The student should be given the opportunity to present his own defense against the charges and to produce witnesses or testimony on his behalf.

¹² Goss v. Lopez, 419 U.S. 565 (1975).

¹³ One of the leading cases is Dixon v. Alabama State Board of Education, 294 F.2d 150 (5th Cir.), cert. denied, 368 U.S. 930 (1961).

Many states have laws governing the procedures required for suspensions and expulsions. Because applicable statutes and judicial rulings may vary across the country, the degree of flexibility permitted to local school districts in establishing procedures for suspensions and expulsions may be greater or less than that described above.

School officials must also be aware of the special procedures that apply to suspension or expulsion of handicapped students under Federal law and regulations.¹⁴

Suspension and Expulsion as Penalties for Drug-related Misconduct

A school policy may lawfully provide for penalties of varying severity, including suspension or expulsion, to respond to drug-related offenses. The Supreme Court has recently held that because schools "need to be able to impose disciplinary sanctions for a wide range of unanticipated conduct disruptive of the educational process," a school's disciplinary rules need not be as detailed as a criminal code.¹⁵ Nonetheless, it may be useful for school policies 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 that is permissible. In general, courts will only require that the penalty imposed for drug-related misconduct be rationally related to the severity of the offense.

In designing local policies, school officials should also take account of the degree to which applicable laws and regulations give them jurisdiction to impose punishment for drug-related student misconduct occurring off-campus. In most cases, schools will be able to punish conduct on school grounds and at school-sponsored events, as well as conduct that has a direct and immediate effect on school activities.

Effect of Criminal Proceedings Against a Student

A school may usually pursue disciplinary action against a student even if an outside criminal prosecution is also in progress. That is, the school need not await the outcome of the criminal prosecution before initiating proceedings to suspend or expel a student or to impose whatever other penalty is appropriate for the violation of the school's rules. In addition, a school is generally free under Federal law to discipline a student when there is evidence that the student has violated a school rule, even if a juvenile court has acquitted (or convicted) the student of criminal charges stemming from the same incident. Schools may wish to discuss this subject with counsel.

Effect of Expulsion

State and local law will determine the effect of expelling a student from school. Some state laws require the provision of alternative schooling for students below a certain age. In other areas, expulsion may mean the removal from public schools for the balance of the school year or even the permanent denial of access to the public school system.

¹⁴ See Education of the Handicapped Act, 20 U.S.C. §§ 1400-20, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

¹⁵ Bethel School District v. Fraser, 54 U.S.L.W. at 5054 (July 7, 1986).

Confidentiality of Student Records

In the course of handling student drug problems, questions may arise about the degree to which information about student drug involvement may be disclosed. The Federal law that addresses this issue is the Family Educational Rights and Privacy Act (FERPA)¹⁶, which applies to schools that receive Federal funding and which limits the disclosure of certain information about students that is contained in "education records." The term "education records" is defined as records that are directly related to a student and maintained by the educational agency or institution.

Whether disclosure is permitted under FERPA depends on the person to whom the information is to be disclosed and the circumstances surrounding the disclosure. FERPA always permits disclosure of information in a minor student's education records to the parents of that student.¹⁷ FERPA will also permit an educational agency or institution to disclose information from education records to its own officials (including teachers) if they have a legitimate educational interest in the information. A school may determine in its FERPA policy that an official's need to decide on the appropriateness of disciplinary measures is one of the interests that will usually justify this kind of disclosure.

Disclosure of information in education records to individuals or entities other than parents, students, and school officials is only permissible in specified situations. Thus, in many cases, unless the parents or a student 18 or older provide written consent, FERPA will limit a school's ability to turn over education records to the police or to disclose information from education records to the police. Such disclosure is permitted, however, if (1) it is required by a court order or subpoena, or (2) it is warranted by a health and safety emergency. In the first of these two cases, reasonable efforts must be made to notify the student's parents before the disclosure is made.

Schools should be aware, however, that because FERPA only governs information in education records, it does not limit disclosure of other information. Thus, school employees are free to disclose any information within their personal knowledge. For example, a teacher who witnesses a drug transaction may, when the police arrive, report his or her observations. Similarly, evidence seized from a student during a search is not an education record and may be turned over to the police without constraint.

State laws and school policies may impose additional, often more restrictive, requirements regarding the disclosure of information about students. Since this area of the law is extremely complicated, it is especially important that an attorney be involved in formulating school policy under FERPA and applicable state laws.

¹⁶ See generally 20 U.S.C. § 1232g and 34 C.F.R. Part 99.

¹⁷ In the case of students 18 or older, the rights described here belong to the student rather than to the parents.

Other Legal Issues

Lawsuits Against Schools or School Officials

Most often, disagreements between parents or students and school officials about disciplinary measures can be resolved informally. There are, however, occasional instances in which a school's decisions and activities relating to disciplinary matters are the subject of lawsuits by parents or students against administrators, teachers, and school systems.

Suits may be brought in Federal or state court, and typically are based on a claim that a student's constitutional or statutory rights have been violated. Frequently, these suits will seek to revoke the school district's imposition of some disciplinary measure, for example, by ordering the reinstatement of a student who has been expelled or suspended. Suits may also attempt to recover money damages from the school district and/or the employee involved. Court awards of money damages, even in successful suits, are by far the exception rather than the rule. Moreover, although there can be no guarantee of a given result in any particular case, courts in recent years have on the whole been increasingly discouraging of such litigation.

In general, disciplinary measures imposed reasonably and in accordance with established legal requirements will be upheld by the courts. As a rule, Federal judges will not substitute their interpretations of school rules or regulations for those of local school authorities or otherwise second-guess reasonable decisions by school officials.¹⁸ In addition, school officials are entitled to a qualified good faith immunity from personal liability for damages for having violated a student's Federal constitutional or civil rights.¹⁹ When this immunity applies, it shields school officials from any personal liability for money damages. Thus, as a general matter, personal liability is very rare, since officials should not be held personally liable unless a court affirmatively finds that their actions were clearly unlawful, unreasonable, or arbitrary.

When a court does award damages, the award may be "compensatory" or "punitive." Compensatory damages are awarded to compensate the student for injuries actually suffered as a result of the violation of his or her rights and cannot be based upon the abstract "value" or "importance" of the constitutional rights in question.²⁰ The burden is on a student to prove that he suffered

¹⁸ See Board of Education of Rogers v. McCluskey, 458 U.S. 966, 970-72 (1982) (per curiam); see also Tarter v. Raybuck, 742 F.2d 977, 983 (6th Cir. 1984), cert. denied, ___ U.S. ___, 105 S.Ct. 1749 (1985).

¹⁹ See Harlow v. Fitzgerald, 457 U.S. 800 (1982); Wood v. Strickland, 420 U.S. 308 (1975). Under these cases, officials will be immune from personal liability so long as their conduct does not violate clearly established constitutional or Federal statutory rights of which a reasonable person should have known.

²⁰ Memphis Community School District v. Stachura, No. 85-410, 54 U.S.L.W. 4771 (June 25, 1986).

actual injury as a result of the deprivation. Thus a student who is suspended without the required procedures being followed, will not be entitled to compensation for the suspension if he would have been suspended even if a proper hearing were held. If the student cannot prove that the failure to hold a hearing itself caused him some compensable harm, then the student is entitled to no more than nominal damages, such as \$1.00.²¹ "Punitive damages" are awarded to punish the perpetrator of the injury. Normally, this latter type of damages is only awarded where the conduct in question is malicious, unusually reckless or extremely reprehensible.

Parents and students can also claim that actions by a school or school officials have violated state law. For example, it can be asserted that a teacher "assaulted" a student in violation of a state criminal law. The procedures and standards for suits alleging such violations are determined by each state. Some states provide a qualified immunity from tort liability under standards similar to the "good faith" immunity in Federal civil rights actions. Other states provide absolute immunity under their law for actions taken in the course of a school official's duties.

Schools may find it helpful to undertake programs that inform teachers and administrators about their potential liability for the enforcement of discipline and about their immunities and defenses to potential law suits. Such programs could contain information about any relevant statutes and local school policies affecting the availability of insurance coverage, the provision of free legal counsel by the school system or insurer, and the potential for indemnification, whereby the school district would reimburse its employee if the employee were ordered to pay damages to a parent or student because of conduct permitted by a school policy that was later held unacceptable by a court.

Nondiscrimination in Enforcement of Discipline

Federal law applicable to programs or activities receiving Federal financial assistance prohibits school officials administering discipline from discriminating against students on the basis of race, color, national origin, or sex. Schools should therefore administer their discipline policies evenhandedly, without regard to such impermissible considerations. Thus, as a general matter, students with similar disciplinary records who violate the same rule in the same way should be treated similarly. For example, if male and female students with no prior record of misbehavior are caught together smoking marijuana, it would not, absent other relevant factors, be advisable for the school to suspend the male for 10 days while imposing only an afternoon detention on the female. On the other hand, such divergent penalties for the same offense might be appropriate if the student who received the harsher punishment had a past history of misconduct or committed other infractions after this first confrontation with school authorities.

School officials should also be aware of and adhere to the special rules and procedures for the disciplining of handicapped students under the Education of the Handicapped Act, 20 U.S.C. §§ 1400-20, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

²¹ Carey v. Piphus, 435 U.S. 247 (1978) 62

DESCRIPTION OF SPECIFIC DRUGS AND THEIR EFFECTS

CANNABIS

Type	What is it called?	What does it look like?	How is it used?
Marijuana	Pot Grass Weed Reefer Dope Mary Jane Sinsemilla Acapulco Gold Thai Sticks	Dried parsley mixed with stems that may include seeds	Eaten Smoked
Tetrahydrocannabinol	THC	Soft gelatin capsules	Taken orally Smoked
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked
Hashish Oil	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked-- mixed with tobacco

Effects:

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat, and increased appetite.

The mental effects of cannabis may impair or reduce short-term memory, comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependence and require more of the drug to get the same effect. The drug can become the center of their lives.

INHALANTS

Type	What is it called?	What does it look like?	How is it used?
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerolized spray can Small 8-gram metal cylinder sold with a ballon or pipe (buzz bomb)	Vapors inhaled
Amyl Nitrite	Poppers Snappers	Clear yellowish liquid	Vapors inhaled
Butyl Nitrite	Rush Bolt Locker room Bullet Climax	Packaged in small bottles	Vapors inhaled
Chlorohydrocarbons	Aerosal sprays	Aerosol paint cans; Containers of cleaning fluid	Vapors inhaled
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapor's inhaled

Effects:

Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and a loss of appetite. Solvents and aerosol sprays also decrease the heart and breathing rates and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain hemorrhage.

Deep breathing of the vapors, or using large amounts over a short period of time, may result in losing touch with one's surroundings, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs, or can depress the central nervous system to the point where breathing stops.

Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

STIMULANT: COCAINE

Type	What is it called?	What does it look like?	How is it used?
Cocaine	Coke Snow Flake White Blow Nose candy Big C Snowbirds	White crystalline powder, often diluted with other ingredients	Snorted Injected Smoked
Crack or cocaine	Crack Freebase rocks Rock	Light brown or beige pellets--or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked

Effects:

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and increases in blood pressure, heart rate, breathing rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with unsterile equipment can cause AIDS, hepatitis, and other diseases. Preparation of free-base, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive. It exerts its effect by directly stimulating the pleasure centers of the brain. Its effects are felt within 10 seconds, producing a short, intense high. When smoked, a cracking sound is heard. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures.

The use of cocaine can cause death by disrupting the brain's control of the heart and respiration.

STIMULANTS

Type	What is it called?	What does it look like?	How is it used?
Amphetamines	Speed Uppers Ups Black Beauties Pep Pills Copilots Bumblebees Hearts Benzedrine Dexedrine Footballs Biphetamine	Capsules Pills	Taken orally Injected Snorted
Methamphetamines	Crank Crystal Meth Crystal Methedrine Speed	Pills A rock which resembles a block of paraffin	Taken orally Injected Snorted
Other Stimulants	Ritalin Cylert Preludin Didrex Pre-State Voramil Tenuate Tepamil Pondimin Sandrex Plegine Ionamin	Pills Capsules	Taken orally

Effects:

Stimulants can cause increased heart and breathing rates, increased blood pressure, dilated pupils, and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when people stop using the drug.

DEPRESSANTS

Type	What is it called?	What does it look like?	How is it used?
Barbiturates	Downers Barbs Blue Devils Red Devils Yellow Jacket Yellows Nembutal Seconal Amytal Tuinals	Red, yellow, blue capsules	Taken orally
Methaqualone	Quaaludes Ludes Sopors	Capsules	Taken orally
Tranquilizers	Valium Librium Equanil Miltown Serax Tranxene	Capsules	Taken orally

Effects:

The effects of depressants are, in many ways, similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles. However, somewhat larger doses can cause slurred speech, staggering gait, and altered perception. Very large doses can cause respiratory depression, coma, and possible death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby increasing the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in the body developing a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety, to convulsions and death.

Babies born to mothers who abuse depressants during their pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

HALLUCINOGENS

Type	What is it called?	What does it look like?	How is it used?
Phencyclidine	PCP Angel Dust Loveboat Lovely Hog Killer Weed	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked--can be sprayed on cigarettes, parsley, and marijuana
Lysergic Acid Diethylamide	LSD Acid Green or Red Dragon White Lightning Blue Heaven Sugar Cubes Microdot	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Clear liquid	Taken orally Licked off paper Gelatin and liquid can be put in the eyes
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown discs Tablets Capsules	Discs--chewed, swallowed or smoked Tablets and Tablets and capsules--taken orally
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed

Effects:

Phencyclidine (PCP) interrupts the functions of the neo-cortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

While the effects of PCP vary, users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and purposeless.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last 6 months to a year following prolonged daily use. Mood disorders also occur: depression, anxiety, and violent behavior. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations.

Large doses may produce convulsions and coma, heart and lung failure, or ruptured blood vessels in the brain.

Lysergic Acid (LSD), Mescaline and Psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, higher body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, Mescaline and Psilocybin. The user may experience panic, confusion, suspicion, anxiety and loss of control. Flashbacks can occur.

NARCOTICS

Type	What is it called?	What does it look like?	How is it used?
Heroin	Smack Horse Brown Sugar Junk Mud Big H Black Tar	Powder, white to dark brown Tar-like substance	Injected Snorted Smoked
Methadone	Dolophine Methadose Amidone	Solution	Taken orally Injected
Codeine	Empirin compound with Codeine Tylenol with Codeine Codeine Codeine in cough medicines	Dark liquid varying in thickness Capsules Tablets	Taken orally Injected
Morphine	Pectoral syrup	White crystals Hypodermic tablets Injectable solutions	Injected Taken orally Smoked
Meperidine	Pethidine Demerol Mepergan	White powder Solution Tablets	Taken orally Injected
Opium	Paregoric Dover's Powder Parepectolin	Dark brown chunks Powder	Smoked Eaten
Other Narcotics	Percocet Percodan Tussionex Fentanyl Darvon Talwin Lomotil	Tablets Capsules	Taken orally Injected

Effects:

Narcotics initially produce a feeling of euphoria which often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possible death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases, such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

DESIGNER DRUGS

Type	What is it called?	What does it look like?	How is it used?
Analogs of Fentanyl (Narcotic)	Synthetic Heroin China White	White powder identically resembling heroin	Snorted Injected
Analogs of Meperidine (Narcotic)	Synthetic Heroin MPTP (New Heroin) MPPP PEPAP	White powder	Snorted Injected
Analogs of Amphetamines and Methamphetamines (Hallucinogens)	MDMA (Ecstasy, XTC, Adam, Essence) MDM STP PMA 2, 5-DMA TMA DOM DOB	White powder Tablets Capsules	Taken orally Injected Snorted
Analogs of Phencyclidine (PCP) (Hallucinogens)	PCPy PCE TCP	White powder	Taken orally Injected Smoked

Effects:

NOTE: Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce legal analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease-- uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

RESOURCES

RESOURCES

SUGGESTED READINGS

ADOLESCENT DRUG AND ALCOHOL ABUSE by Donald I. MacDonald, M.D., 1984. A 200-page book on stages of drug involvement, drugs, diagnosis and treatment. The author, a pediatrician who experienced the problem in his own family, addresses doctors and parents. Year Book Publishers, 35 East Wacker Drive, Chicago, IL 60601. Call (800) 621-9262. Paperback, \$15.95.

COURTWATCH MANUAL. A 111-page manual explains the court system, criminal justice processes, Courtwatch activities, and what can be done before and after a criminal is sentenced. Washington Legal Foundation, 1705 N Street N.W., Washington, DC 20036. Enclose \$2.00 for postage and handling.

GETTING TOUGH ON GATEWAY DRUGS by Robert DuPont Jr., M.D., 1984. A 330-page book describing the drug problem, the drug dependence syndrome, the gateway drugs (alcohol, marijuana, and cocaine), and how families can prevent and treat drug problems. This psychiatrist gives parents excellent support in implementing "tough-love" techniques for users under and over 18 years. American Psychiatric Press Inc., Washington, D.C., Paperback, \$7.95 (a)(b).

GONE WAY DOWN, TEENAGE DRUG-USE IS A DISEASE by Miller Newton, Ph.D., 1981. A 72-page book describing the stages of adolescent drug use. American Studies Press, 13511 Palmwood Lane, Tampa, FL 33624, Paperback, \$2.95 (a).

HOW TO TALK TO YOUR KIDS ABOUT GROWING UP WITHOUT DRUGS AND ALCOHOL. A videotape which offers a practical, easy-to-follow approach to improved family communications, particularly on the subject of adolescent substance use. It includes interviews with experts in the field. \$23.00.(a)

KIDS AND DRUGS: A HANDBOOK FOR PARENTS AND PROFESSIONALS by Joyce Tobias, R.N., 1986. A 96-page handbook packed with information and understanding about the adolescent drug and alcohol epidemic, the effects of drugs and the drug culture, stages of chemical use, parent groups and their creation and maintenance, and resources available to parents and professionals. PANDA Press, 4111 Watkins Trail, Annandale, VA 22003, call (703) 750-9285, Paperback, \$3.95 (volume discounts).

MARIJUANA ALERT by Peggy Mann, 1985. A 526-page book about marijuana; the crisis, health hazards, and what is being done by parent groups, industry and government. McGraw Hill Paperbacks, \$15.95(a)(b).

NOT MY KID by Beth Polson and Miller Newton, Ph.D., 1984. A 224-page guide for parents to prevention, recognition, and treatment of adolescent chemical use. It is especially strong on denial and recognition of problems with numerous personal vignettes. Avon Paperback Books, #69997-4, \$2.95, PRIDE, Hardcover, \$15.95(b)

PARENTS, PEERS AND POT by Marsha Manatt, Ph.D., 1979. A 96-page book which recounts the evolution of the drug culture, the development of the first parent peer group, actions for parents to take, and information on marijuana. U.S. Department of Health, Education and Welfare, \$3.00(b).

PARENTS, PEERS AND POT II: PARENTS IN ACTION by Marsha Manatt, Ph.D., 1983. A 160-page book which describes the formation of parent groups in rural, suburban and urban communities. U.S. Department of Health and Human Services, PRIDE, \$1.00(b).

PEER PRESSURE REVERSAL by Sharon Scott, 1985. A 183-page book which provides guidance to parents, teachers, and concerned citizens to enable them to provide peer pressure reversal skills to children. Human Resource Development Center, Amherst, MA., \$9.95(a)(b).

POT SAFARI by Peggy Mann, 1982. For parents and teenagers. Distinguished research scientists are interviewed about the subject of marijuana. Woodmere Press, P.O. Box 1590, Cathedral Station, New York, NY, 10025, \$6.95(a)(b).

STRATEGIES FOR CONTROLLING ADOLESCENT DRUG USE by J. Michael Polich et al., 1984. A 196-page book reviews the scientific literature on the nature of drug use and the effectiveness of drug law enforcement, treatment, and prevention programs. The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA., 90406-2138, Paperback, \$_____.

USE OF LICIT AND ILLICIT DRUGS BY AMERICA'S HIGH SCHOOL STUDENTS 1975-1984 by J.G. Bachman, L.D. Johnson and P.M. O'Malley, 1985. A 159-page book reporting on the 1984 investigation of trends in drug use and attitudes of high school seniors, based on an annual survey conducted since 1975. The 1985 report should be available during the summer of 1986. The National Institute on Drug Abuse, Rockville, MD, 20857, ADM 85-1394. Single copies are available at no cost.

(a) Available from the National Federation of Parents for Drug Free Youth (NFP). Address and telephone below.

(b) Available from Parents' Resources for Drug Education (PRIDE). Address and telephone below.

SCHOOL AND COMMUNITY RESOURCES

ALCOHOL AND DRUG ABUSE EDUCATION PROGRAM, U.S. Department of Education. The "School Team" approach offered in this program is designed to develop the capability of local schools to prevent and reduce drug and alcohol abuse and associated disruptive behaviors. Five regional centers now provide training and technical assistance to local school districts that apply. For information write to the National Alcohol and Drug Abuse Education Program, U.S. Department of Education, Room 2030 FOB 6, Washington DC, 20202-4101, Attention: Myles Doherty, Telephone (202) 755-0410.

Regional Centers:

Northeast Regional Training Center.....	(516)	589-7022
Southwest Regional Training Center.....	(512)	735-9191
Western Regional Training Center.....	(415)	452-0901
Midwest Regional Training Center.....	(312)	726-2485
Southwest Regional Training Center.....	(305)	284-5741
National Data Base.....	(403)	545-2844

AMERICAN COUNCIL ON DRUG EDUCATION (ACDE). Organizes conferences, develops media campaigns, reviews scientific findings, publishes books, educational kits for physicians, schools, and libraries, and a quarterly newsletter, and produces films. 5820 Hubbard Drive, Rockville, MD 20852, Telephone (301) 984-5700.

COMMITTEES OF CORRESPONDENCE, INC. Provides a newsletter and emergency news flashes that give extensive information on issues, ideas, and contacts. Provides a resource list and sells many pamphlets. Membership is \$15.00. 57 Conant Street, Room 113, Danvers, MA 09123, Telephone (617) 774-2641.

FAMILIES IN ACTION. Maintains a drug information center with over 100,000 documents. Publishes "Drug Abuse Update", a 16-page newsletter containing abstracts of articles published in medical and academic journals and newspapers throughout the nation. \$10.00 for 4 issues. 3845 N. Druid Hills Road, Suite 300, Decatur, GA 30033, Telephone (404) 325-5799.

NARCOTICS EDUCATION INC. Publishes pamphlets, books, teaching aids, posters, audio-visual aids, and prevention magazines especially good for classroom use: WINNER for preteens and LISTEN for teens. 6830 Laurel Street, N.W. Washington, DC 20012, Telephone (800) 548-8700.

NATIONAL FEDERATION OF PARENTS FOR DRUG FREE YOUTH (NFP). A national umbrella organization which helps parent groups get started and stay in contact. Publishes a newsletter, legislative updates, resource lists for individuals and libraries, brochures, kits, and a Training Manual for Drug-Free Youth Groups. Sells many books, offers discounts for group purchases. Conducts an annual conference. Membership: Individual \$10.00, Group \$25.00 (group membership offers tax-exemption eligibility). 8730 Georgia Avenue, Suite 200, Silver Spring, MD 20910, Telephone: Local 585-KIDS, or toll free HOTLINE (800) 554-KIDS.

PARENTS' RESOURCE INSTITUTE FOR DRUG EDUCATION, INC. (PRIDE). A national resource and information center. Offers consultant services to parent groups, school personnel, and youth groups; and offers a drug use survey service. Publishes a newsletter, youth group handbook, and many other publications. Sells and rents books, films, videos, slide-shows, etc. Membership \$8.00. Woodruff Bldg., Suite 1216, 100 Edgewood Ave., NE, Atlanta, GA 30303, Telephone (800) 241-9746.

TEAM UP FOR DRUG PREVENTION WITH AMERICA'S YOUNG ATHLETES. A free booklet for coaches that includes alcohol and drug information, reasons why athletes use drugs, enabling behaviors of coaches, a prevention program, a survey for athletes and coaches, and sample letters to parents. Drug Enforcement Administration, Public Affairs Staff, 1405 I Street N.W., Washington, DC 20537.

TOUGHLOVE. A national self-help group for parents, kids and communities emphasizing cooperation, personal initiative, avoidance of blame, and action. Publishes a newsletter and a number of brochures and books. Holds workshops across the country each year. P.O. Box 1069, Doylestown, PA. 18901, Telephone (215) 348-7090.

U. S. Clearinghouses. (Request the list of publications and ask to be placed on the mailing list for new publications. Single copies are free.)

National Institute on Alcoholism and Alcohol Abuse (NIAAA), P.O. Box 2345, Rockville, MD 20852, Telephone (301) 468-2600

National Institute on Drug Abuse (NIDA), Room 10-A-43, 5600 Fishers Lane, Rockville, MD 20852, Telephone (301) 443-6500.

FREE CATALOGUES OF DRUG ABUSE PUBLICATIONS

COMP CARE PUBLICATIONS 1-800-328-3330

A source for pamphlets, books, and charts on drug and alcohol abuse, chemical awareness and self-help.

HAZELDEN EDUCATIONAL MATERIALS 1-800-328-9000

A source for pamphlets and books on drug abuse and alcoholism and curriculum materials for drug prevention.

TOLLFREE INFORMATION

1-800-554-KIDS -- THE NATIONAL FEDERATION OF PARENTS (NFP)

A national information and referral service which focuses primarily on the prevention of drug use.

1-800-241-9746 -- PRIDE DRUG INFORMATION LINE

A national resource and information center, Parents Resource Institute for Drug Education (PRIDE) which refers concerned parents to parent groups in their state or local area. Information on how parents can form a group in their community is available. Telephone consulting is provided. Referrals to emergency health centers are also made. Maintains a series of drug information tapes which can be listened to, free-of-charge, by calling after 5:00 p.m.

1-800-638-2045 -- NATIONAL INSTITUTE ON DRUG ABUSE (NIDA), U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

A national information service that provides parents with information about the steps they can take to prevent their children from becoming involved with drugs. Currently, their program focuses on the establishment of the "Just Say No To Drugs" clubs.

1-800-COCAINE -- COCAINE HELPLINE

A 24-hour, seven days per week information and referral service. Reformed cocaine addict counselors answer the phones and offer guidance as well as refer students and parents to local emergency centers and family learning centers. Sends general information about cocaine free-of-charge.

ADOLESCENT DRUG REHABILITATION

To locate programs, call your city or county substance abuse or mental health agency, hospitals, schools, local hotlines listed in the yellow pages and the hotlines listed above. It is best to visit prospective programs and to talk to people who have completed the program.

The following are several unique national adolescent programs which demonstrate the wide diversity of long-term intensive treatment programs available at low cost.

PALMER DRUG ABUSE PROGRAM (PDAP): This is a free program supported by private donations located mainly in the Southwest, Western and Midwestern States. It accepts out-of-town clients. It is a long term out-patient counseling program with day-care capability based on the 12 steps of Alcoholics Anonymous (AA). It uses recovering users as peer counselors. The program also maintains parents groups which may be attended by parents who do not have children in the PDAP program. National Office: 1329 Empire Central Street, Suite 103, Dallas, TX 75247, Telephone (214) 630-0591.

STRAIGHT INC.: Located in the Eastern and Midwestern States, the program accepts out-of-town clients. The program is a long term, highly structured, out-patient program based on the 12 steps of Alcoholics Anonymous (AA). During the early phase of the program the new client lives in the home of another child advanced in the program. This family system provides positive role modeling, close supervision, and a 24 hour drug free environment at low cost. National Office: Straight Inc. National Training and Development Center, 3001 Gandy Blvd., P.O. Box 21686, St. Petersburg, FL 33742, Telephone (813) 576-8929.

TEEN CHALLENGE: This Christian oriented residential program has facilities across the country and overseas. Besides drug problems, it serves young people with a variety of behavior problems. Occupational skills are taught. National Office: Teen Challenge Training Center Inc., Rehererburg, PA 19550, Telephone (717) 933-4181.

ORGANIZATIONS FOR LEGAL ADVICE

National Association of Secondary School Principals (NASSP), 1904 Association Drive, Reston, VA 22091 (703) 562-0200: Publishes periodic newsletters and monographs on legal issues, which frequently include issues relating to school discipline and student behavior.

National Organization on Legal Problems of Education (NOLPE), 3601 Southwest 29th, Suite 223, Topeka, KS 66614 (913) 273-3550: Is a nonprofit, nonadvocacy organization that disseminates information about current issues in school law. NOLPE publishes newsletters, serials, books, and monographs on a variety of school law topics; hosts seminars; and serves as a clearinghouse for information on education law.

National School Boards Association, Council of School Attorneys, 1680 Duke Street, Alexandria, VA 22314 (703) 838-NSBA: Provides a national forum on the practical legal problems faced by local public school districts and the attorneys who serve them. This organization conducts programs and seminars and publishes monographs on a wide range of legal issues affecting public school districts, including an annual review of new developments in school law.

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