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Schools

Enlisting the Community

Recommendation #8:

Reach out to the community for support and assistance in making the school's antidrug 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 education programs.
- o Build public support for the policy; develop agreement on the goals of a school drug policy, including prevention and enforcement goals.
- 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 on local professionals, such as physicians and pharmacists, to share their expertise on drug abuse as class lecturers.
- o Mobilize the resources of community groups and local businesses to support the program.

WHAT STUDENTS CAN DO

Students

Learning the Facts

Recommendation #9:

Learn about the effects of drug use, the reasons why drugs are harmful, and ways 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 the names of organizations and individuals who are available to help when friends or family members are in trouble.
- o Understanding the pressures to use drugs and ways to counteract them.
- o Knowing the school rules on drugs and ways to help make the school policy work.
- o Knowing the school procedures for reporting drug offenses.
- o Knowing the laws on drug use and the penalties, for example, for driving under the influence of drugs and alcohol. Understanding how the laws protect individuals and society.
- o Developing skill in communicating their opposition to drugs and their resolve to say no.

R.H. Watkins High School of Jones County, Mississippi, has developed a pledge, excerpted below, which sets forth the duties and responsibilities of student counselors in its 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 that 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 in all the above-stated activities.

Student's Signature

Parent's or Guardian's Signature

Students

Helping 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, persuade 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, drug use cannot be stopped or prevented unless students actively participate in this effort.

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 antidrug 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 younger ones, 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 have been started by the pressure of a son or daughter who was 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 young people to have fun without drugs. Obtaining adult sponsorship for the group and publicizing its activities.
- o Encouraging friends who 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 rapidly growing 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; distributing and discussing current literature on drugs; sponsoring a 1-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 for themselves, and develop plans for personal and school improvement.
- o Providing 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 6 to 10 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 1979-80 and 1984-85. The number of drug-related referrals to the school's main office decreased by 78 percent; overall, 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 create DARE (Drug Abuse Resistance Education), now operating in 405 schools from kindergarten through grade 8 in Los Angeles. Fifty-two carefully selected and trained frontline officers are teaching students to say no to drugs, build their self-esteem, manage stress, resist prodrug 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 held with teachers, principals, and parents to discuss the curriculum.

Research has shown that DARE has improved students' attitudes about themselves, increased their sense of responsibility for themselves and to police, and strengthened resistance to drugs. For example, before the DARE program began, 51 percent of fifth-grade students equated drug use with having more friends. After training, only 8 percent reported this attitude.

DARE has also changed parent attitudes through an evening program to teach parents about drugs, the symptoms of drug use, and ways to increase family communication. Before DARE, 32 percent of parents thought that it was all right for children to drink alcohol at a party as long as adults were present. After DARE, no parents reported such a view. Before DARE, 61 percent thought that there was nothing parents could do about their children's use of drugs; only 5 percent said so after the program.

As a result of the high level of acceptance by principals, teachers, the community, and students, DARE 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.

Communities

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.
- o Meet with school officials to discuss drug use in the school, share information on the drug problem outside of school, and help 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.
- 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.
- o Sponsor drug-free activities for young people.

Parent groups can:

- o Mobilize others through informal discussions, door-to-door canvassing, and school meetings to ensure that 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.

Print and broadcast media can:

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

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 from kindergarten through grade 12. 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 narcotics valued at more than \$1 million, 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 throughout the fifth and sixth grades. The discussions emphasize the building of 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 students from kindergarten through grade 4 and in the junior and senior high schools. An evening workshop for parents helps them reinforce the SPECDA message.

An evaluation of participants in SPECDA demonstrates that a majority of the students have become more aware of the dangers of drug use, and show strong positive attitudes toward SPECDA police officers and drug counselors. When interviewed, students have indicated a strengthened resolve to resist drugs.

Communities

Tough Law Enforcement

Recommendation #12:

Involve local law enforcement agencies in all aspects of drug prevention: assessment, enforcement, and education. The police and courts should have well-established and mutually supportive relationships with the schools.

Community groups can:

- o Support school officials who take a strong position against drug use.
- o Support State and local policies to keep drugs and drug paraphernalia away from schoolchildren.
- o Build a community consensus in favor of strong penalties for persons convicted of selling drugs, particularly for adults who have sold drugs to children.
- 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 Provide expert personnel to participate in prevention activities from kindergarten through grade 12.
- o Secure areas around schools and see that the sale and use of drugs are stopped.
- o Provide advice and personnel to help improve security in the school or on school premises.

CONCLUSION

CONCLUSION

Drugs threaten our children's lives, disrupt our schools, and shatter families. Drug-related crimes overwhelm our courts, social service agencies, and police. This situation need not and must not continue.

Across America schools and communities have found ways to turn the tide in the battle against drugs. The methods they have used and the actions they have taken are described in this volume. We know what works. We know that drug use can be stopped.

But we also know that defeating drugs is not easy. We cannot expect the schools to do the job without the help of parents, police, the courts, and other community groups. Drugs will only be beaten when all of us work together to deliver a firm, consistent message to those who would use or sell drugs: a message that illegal drugs will not be tolerated. It is time to join in a national effort to achieve schools without drugs.

TEACHING ABOUT DRUG PREVENTION

TEACHING ABOUT DRUG PREVENTION: SAMPLE TOPICS AND LEARNING ACTIVITIES

An effective drug prevention curriculum covers a broad set of education objectives. This section presents a model program for consideration by State and local school authorities who have the responsibility to design a curriculum that meets local needs and priorities. The program consists of four objectives, plus sample topics and learning activities.

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

An effective drug prevention education program instills respect for a healthy body and mind and imparts knowledge of how the body functions, how personal habits contribute to good health, and how drugs affect the body.

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 as students learn about the effects of certain drugs on their bodies and on adolescent maturation.

Sample 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 ill.
- o The nature of habits: their conscious and unconscious development.

Sample topics for secondary school:

- o Stress: how the body responds to stress; how drugs increase 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.

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 about the cumulative effects.
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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 a 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.

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 are 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 and carefully chosen materials.

When an expert visits a class, both the class and the expert should be prepared in advance. Students should learn about the expert's profession and prepare questions to ask during the visit. The expert should know what the objectives of the session are and how the session fits into previous and subsequent learning. The expert should participate in a discussion or classroom activity, not simply appear as a speaker.

OBJECTIVE 2: To respect laws and rules prohibiting drugs.

The program 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 to understand their importance, while older students learn about the school drug code and laws regulating drugs.

Sample 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 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 sister hits me; 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.
- o Explain the connection between drug users, drug dealers, and drug traffickers and law enforcement officers whose lives are placed at risk or lost in their efforts to stop the drug trade.

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 members of the community 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 internal sources, such as a child's desire to feel included in a group or to demonstrate independence, and external influences, such as the opinions and example of friends, older children, and 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 education program emphasizes influences on behavior, responsible decisionmaking, and techniques for resisting pressures to use drugs.

Sample 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 a student's behavior. How the need to feel accepted by others influences behavior.
- o Ways to make responsible decisions and 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 ads are 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 a scenario depicting pressure to use drugs, act out ways of resisting (simply refusing, 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 practice what they would do and discuss to whom they would turn for help. Teachers should discuss and evaluate the appropriateness of student responses.
- o Discuss how it feels to resist pressures to take drugs. Hold a poster contest to depict the benefits derived both from 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. These school activities 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 use 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 demonstrate the importance of not using drugs. Youth training programs are available that prepare students to assist in drug education and provide information on how to form drug-free youth groups.
- 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, help teachers with paperwork, tutor other students, or improve the appearance of the school. Through these activities, students develop a stake in their school, have the opportunity to serve others, and have positive reasons to reject drug use.

HOW THE LAW CAN HELP

HOW THE LAW CAN HELP

Federal law accords school officials broad authority to regulate student conduct and supports reasonable and fair disciplinary action. The Supreme Court recently reaffirmed that the constitutional rights of students in school are not "automatically coextensive with the rights of adults in other settings."¹ Rather, recognizing that "in recent years . . . drug use and violent crime in the schools have become major social problems," the Court has emphasized the importance of effective enforcement of school rules.² On the whole, a school "is allowed to determine the methods of student discipline and need not exercise its discretion with undue timidity."³

An effective campaign against drug use requires a basic understanding of legal techniques for searching and seizing drugs and drug-related material, for suspending and expelling students involved with drugs, and for assisting law enforcement officials in the prosecution of drug offenders. Such knowledge will both help schools identify and penalize students who use or sell drugs at school and enable school officials to uncover the evidence needed to support prosecutions under Federal and State criminal laws that contain strong penalties for drug use and sale. In many cases, school officials can be instrumental in successful prosecutions.

In addition to the general Federal statutes that make it a crime to possess or distribute a controlled substance, there are special Federal laws designed to protect children and schools from drugs:

An important part of the Comprehensive Crime Control Act of 1984 makes it a Federal crime to sell drugs in or near a public or private elementary or secondary school. Under this new "schoolhouse" law, sales within 1,000 feet of a school are punishable by up to double the sentence that would apply if the sale occurred elsewhere. Even more serious punishments are available for repeat offenders.⁴

Distribution or sale to minors of controlled substances is also a Federal crime. When anyone over age 21 sells drugs to anyone under 18, the seller runs the risk that he will receive up to double the sentence that would apply to a sale to an adult. Here too, more serious penalties can be imposed on repeat offenders.⁵

By working with Federal and State prosecutors in their area, schools can help to ensure that these laws and others are used to make children and schools off-limits to drugs.

The following pages describe in general terms the Federal laws applicable to the development of an effective 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 all issues that may arise. School officials must recognize that many legal issues in the school context are also governed, in whole or in part, by State and local laws, which given their diversity, cannot be covered here. Advice should be sought from legal counsel in order to understand the applicable laws and to ensure that the school's policies and actions make full use of the available methods of enforcement.

Most private schools, particularly those that receive little or no financial assistance from public sources and are not associated with a public entity, enjoy a greater degree of legal flexibility with respect to combating the sale and use of illegal drugs. Depending on the terms of their contracts with enrolled students, such schools may be largely free of the restrictions that normally apply to drug searches or the suspension or expulsion of student drug users. Private school officials should consult legal counsel to determine what enforcement measures may be available to them.

School procedures should reflect the available legal means for combating drug use. These procedures should be known to and understood by school administrators and teachers as well as students, parents, and law enforcement officials. Everyone should be aware that school authorities have broad power within the law to take full, appropriate, and effective action against drug offenders. Additional sources of information on legal issues in school drug policy are listed at the end of this handbook.

SEARCHING FOR DRUGS WITHIN THE SCHOOL

In some circumstances, the most important tool for controlling drug use is an effective program of drug searches. School administrators should not condone the presence of drugs anywhere on school property. The presence of any drugs or drug-related materials in school can mean only one thing--that drugs are being used or distributed in school. Schools committed to fighting drugs should do everything they can to determine whether school grounds are being used to facilitate the possession, use, or distribution of drugs and to prevent such crimes.

In order to institute an effective drug search policy in schools with a substantial problem, school officials can take several steps. First, they can identify the specific areas in the school where drugs are likely to be found or used. Student lockers, bathrooms, and "smoking areas" are obvious candidates. Second, school administrators can clearly announce in writing at the beginning of the school year that these areas will be subject to unannounced searches and that students should consider such areas "public" rather than "private." The more clearly a school specifies that these portions of the school's property are public, the less likely it is that a court will conclude that students retain any reasonable expectation of privacy in these places and the less justification will be needed to search such locations.

School officials should, therefore, formulate and disseminate to all students and staff a written policy that will permit an effective program of drug searches. Courts have usually upheld locker searches where schools have established written policies under which the school retains joint control over student lockers, maintains duplicate or master keys for all lockers, and reserves the right to inspect lockers at any time.⁶ While this has not become established law in every part of the country, it will be

easier to justify locker searches in schools that have such policies. Moreover, the mere existence of such policies can have a salutary effect. If students know that their lockers may be searched, drug users will find it much more difficult to maintain quantities of drugs in school.

The effectiveness of such searches may be improved with the use of specially trained dogs. Courts have generally held that the use of dogs to detect drugs on or in objects such as lockers, ventilators, or desks as opposed to persons, is not a "search" within the meaning of the Fourth Amendment.⁷ Accordingly, school administrators are generally justified in using dogs in this way.

It is important to remember that any illicit drugs and drug-related items discovered at school are evidence that may be used in a criminal trial. School officials should be careful, first, to protect the evidentiary integrity of such seizures by making sure that the items are obtained in permissible searches, since unlawfully acquired evidence will not be admissible in criminal proceedings. Second, school officials should work closely with local law enforcement officials to preserve, in writing, the nature and circumstances of any seizure of drug contraband. 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. 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 regarding the seizure.

Searching Students

In some circumstances, teachers or other school personnel will wish to search a student whom they believe to be in possession of drugs. The Supreme Court has stated that searches may be carried out according to "the dictates of reason and common sense."⁸ The Court has recognized that the need of school authorities to maintain order justifies searches that might otherwise be unreasonable if undertaken by police officers or in the larger community. Thus the Court has held that school officials, unlike the police, do not need "probable cause" to conduct a search. Nor do they need a search warrant.⁹

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 The extent of the permissible search will depend on whether the measures used are reasonably related to the purpose of the search and are not excessively intrusive in light of the age and sex of the student.

- o School officials are not required to obtain search warrants when they carry out searches independent 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"

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 general 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 describable 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.¹⁰
- o A student's purse, after several other students said that she had been distributing firecrackers.¹¹
- o A student's pockets, based on a phone tip about drugs from an anonymous source believed to have previously provided accurate information.¹²

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 the students might have tried to hide the drug. If it turns out that what the teacher saw was a stick of gum, she would have no justification for any further search for drugs.

The more intrusive 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 certain extraordinary circumstances).

School 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 consent knowingly and voluntarily.

Establishing whether the student's consent was voluntary can be difficult, and the burden is on the school officials to prove voluntary consent. If a student agrees to be searched out of fear or as a result of other coercion, that consent will probably be found invalid. Similarly, if school officials indicate that a student must agree to a search or if the student is very young or otherwise unaware that he has the right to object, his consent will also be held invalid. School officials may 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 refusal does not mean that the search may not be conducted. 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 previously.

Special Types of Student Searches

Schools with severe drug problems may occasionally wish to resort to more intrusive searches, such as the use of trained dogs or urinalysis to screen students for drug use. The Supreme Court has yet to address these issues. The following paragraphs explain the existing rulings on these subjects by other courts:

- o Specially trained dogs. The few courts that have considered this issue 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.¹³ Under this standard, a blanket search of a school's entire student population by specially trained dogs would be prohibited.

At least one other court has held that the use of trained dogs does not constitute a search, and has permitted the use of such dogs without individualized grounds for suspicion.¹⁴ 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. In contrast, having the dogs actually touch parts of the students' bodies is more intrusive and would likely require strong justification.

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.¹⁵

- 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 to screen public school students for drugs.¹⁶ The permissibility of drug testing of students has not yet been determined under all circumstances, although drug testing of adults has been upheld in the criminal law setting.

SUSPENSION AND EXPULSION

A school policy may lawfully provide for penalties of varying severity, including suspension and 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 so detailed as a criminal code.¹⁷ Nonetheless, it is helpful for school policies to be explicit about the types of offenses that will be punished and about the penalties that may be imposed for each of these (e.g., use, possession, or sale of drugs). State and local law will usually determine the range of sanctions that is permissible. In general, courts will require only that the penalty imposed for drug-related misconduct be rationally related to the severity of the offense.

School officials should not forget that they have jurisdiction to impose punishment for some drug-related offenses that occur off campus. Depending upon State and local laws, schools are often able to punish conduct at off-campus, school-sponsored events as well as off-campus conduct that has a direct and immediate effect on school activities.

Procedural Guidelines

Students facing suspension or expulsion from school are entitled under the U.S. Constitution and most State constitutions to common sense due process protections of notice and an opportunity to be heard. Because the Supreme Court has recognized that a school's 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" will depend on 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.¹⁸ The Supreme Court has held that 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.
- o As a general rule, this notice and rudimentary hearing should precede a suspension. However, a student 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 a situation, the notice and rudimentary hearing should follow as soon as possible.

The Supreme Court has also stated that more formal procedures may be required for suspensions longer than 10 days and for expulsions. Although the Court has not established specific procedures to be followed in those situations, other Federal courts¹⁹ have set the following guidelines for expulsions. These guidelines would apply to 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.

Many States have laws governing the procedures required for suspensions and expulsions. Because applicable statutes and judicial rulings vary across the country, local school districts may enjoy a greater or lesser degree of flexibility in establishing procedures for suspensions and expulsions.

School officials must also be aware of the special procedures that apply to suspension or expulsion of handicapped students under Federal law and regulations.²⁰

Effect of Criminal Proceedings Against a Student

A school may usually pursue disciplinary action against a student regardless of the status of any outside criminal prosecution. That is, Federal law does not require the school to 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 or if local authorities have declined to prosecute 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.

CONFIDENTIALITY OF EDUCATION RECORDS

To rid their schools of drugs, school officials will periodically need to report drug-related crimes to police and to assist local law enforcement authorities in detecting and prosecuting drug offenders. In doing so, schools will need to take steps to ensure compliance with Federal and State laws governing confidentiality of student records.

The Federal law that addresses this issue is the Family Educational Rights and Privacy Act (FERPA),²¹ which applies to any school that receives Federal funding and which limits the disclosure of certain information about students that is contained in education records.²² Under FERPA, disclosure of information in education records to individuals or entities other than parents, students, and school officials is only permissible in specified situations.²³ In many cases, unless the parents or an eligible student²⁴ provides written consent, FERPA will limit a school's ability to turn over education records or to disclose information from them 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. FERPA also permits disclosure if a State law enacted before November 19, 1974, specifically requires disclosure to State and local officials.

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 of which they become aware through personal observation. For example, a teacher who witnesses a drug transaction may, when the police arrive, report what he witnessed. 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, and sometimes more restrictive, requirements regarding the disclosure of information about students. Since this area of the law is complicated, it is especially important that an attorney be involved in formulating school policy under FERPA and applicable State laws.

OTHER LEGAL ISSUES

Lawsuits Against Schools or School Officials

Disagreements between parents or students and school officials about disciplinary measures usually can be resolved informally. Occasionally, however, 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. For these reasons, it is advisable that school districts obtain adequate insurance coverage for themselves and for all school personnel for liability arising from disciplinary actions.

Suits may be brought in Federal or State court; typically, they 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 or the employee involved, or both, however, court awards of money damages are extremely rare. Moreover, although there can be no guarantee of a given result in any particular case, courts in recent years have tended to discourage 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.²⁵ 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.²⁶ 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, because officials should not be held personally liable unless their actions are 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.²⁷ The burden is on the student to prove that he suffered actual injury as a result of the deprivation. Thus, a student who is suspended, but not under the required procedures, will not be entitled to compensation if he would have been suspended had a proper hearing been 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 \$1.00.²⁸ "Punitive damages" are awarded to punish the perpetrator of the injury. Normally, punitive damages are awarded only when the conduct in question is malicious, unusually reckless, or otherwise 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 in actions involving 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.

Nondiscrimination in Enforcement of Discipline

Federal law applicable to programs or activities receiving Federal financial assistance prohibits school officials who are 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 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, in the absence of other relevant factors, be advisable for the school to suspend the male for 10 days while imposing only an afternoon detention on the female. Such divergent penalties for the same offense may be appropriate, however, if the student who received the harsher punishment had a 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.

RESOURCES

Specific Drugs and Their Effects

CANNABIS

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.

Use of cannabis may impair or reduce short-term memory and 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.

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

INHALANTS

Effects

Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory 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.

Deeply inhaling the vapors, or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that 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.

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

STIMULANT: COCAINE

Effects

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory 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 freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within 10 seconds. 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.

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 Lady	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages 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

OTHER STIMULANTS

Effects

Stimulants can cause increased heart and respiratory rates, elevated 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 drug use ceases.

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 Tablets	Taken orally Injected Inhaled through nasal passages
Methamphetamines	Crank Crystal Meth Crystal Methedrine Speed	White Powder Pills A rock which resembles a block of paraffin	Taken orally Injected Inhaled through nasal passages
Additional Stimulants	Ritalin Cylert Preludin Didrex Pre-State Vorani Tenuate Tepanil Pondimin Sandrex Plegine Ionamin	Pills Capsules Tablets	Taken orally Injected

DEPRESSANTS

Effects

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

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in 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 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.

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, or red and blue capsules	Taken orally
Methaqualone	Quaaludes Ludes Sopors	Tablets	Taken orally
Tranquilizers	Valium Librium Equanil Miltown Serax Tranxene	Tablets Capsules	Taken orally

HALLUCINOGENS

Effects

Phencyclidine (PCP) interrupts the functions of the neocortex, 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.

The effects of PCP vary, but 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 incoherent.

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--depression, anxiety, and violent behavior--also occur. 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, elevated 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. Delayed effects, or flashbacks, can occur even after use has ceased.

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 capsules--taken orally
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed

NARCOTICS

Effects

Narcotics initially produce a feeling of euphoria that 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.

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 Inhaled through nasal passages 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 Liquid	Taken orally Injected

DESIGNER DRUGS

Effects

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 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.

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	Inhaled through nasal passages Injected
Analogs of Meperidine (Narcotic)	Synthetic Heroin MPTP (New Heroin) MPPP PEPAP	White powder	Inhaled through nasal passages 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 Inhaled through nasal passages
Analogs of Phencyclidine (PCP) (Hallucinogens)	PCPy PCE TCP	White powder	Taken orally Injected Smoked

Sources of Information

TOLLFREE INFORMATION

1-800-554-KIDS -- THE NATIONAL FEDERATION OF PARENTS FOR DRUG-FREE YOUTH (NFP).

A national information and referral service that focuses primarily on preventing drug addiction in children and adolescents. By referral to the caller's "State networker" or a member group in the caller's community, NFP also provides assistance to anyone concerned about a child already using alcohol or drugs. Call between 9:00 am and 5:00 pm (Eastern time).

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

A national resource and information center, Parents' Resource Institute for Drug Education (PRIDE) refers concerned parents to parent groups in their State or local area, gives information on how parents can form a group in their community, provides telephone consulting, and referrals to emergency health centers, and maintains a series of drug information tapes that callers can listen to, free-of-charge, by calling after 5:00 pm.

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

A national information service that provides technical assistance to individuals and groups wishing to start drug prevention programs. Currently, the program focuses on the establishment of the "Just Say No To Drugs" clubs.

1-800-662-HELP -- NIDA HOTLINE.

NIDA Hotline is a confidential information and referral line that directs callers to cocaine abuse treatment centers in the local community. Free materials on drug abuse are also distributed in response to inquiries.

1-800-COCAINE -- COCAINE HELPLINE.

A round-the-clock information and referral service. Reformed cocaine addict counselors answer the phones, offer guidance, and refer drug users and parents to local public and private treatment centers and family learning centers.

GENERAL READINGS AND VIDEOTAPES

The publications in the following list that are followed by an (a) or (b) are available from these organizations:

- (a) National Federation of Parents for Drug Free Youth (NFP). 8730 Georgia Avenue, Suite 200, Silver Spring, MD 20910. Telephone tollfree nationwide (800) 554-KIDS or, in the Washington, DC area, 554-KIDS.
- (b) Parents' Resource Institute for Drug Education, Inc. (PRIDE). Woodruff Bldg., Suite 1002, 100 Edgewood Avenue, Atlanta, GA 30303. Telephone tollfree nationwide (800) 241-9746.

Adolescent Drug and Alcohol Abuse, by Donald I. MacDonald, 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 physicians and parents. Year Book Publishers, 35 East Wacker Drive, Chicago, IL 60601. Telephone (800) 621-9262. Paperback, \$15.95.

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

Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1985, by Jerald G. Bachman, Lloyd D. Johnson, and Patrick M. O'Malley, 1986. A 237-page book reporting on trends in drug use and attitudes of high school seniors, based on an annual survey conducted since 1975. The National Institute on Drug Abuse, Rockville, MD 20857, ADM 86-1450. Single copies are available free.

Getting Tough on Gateway Drugs, by Robert DuPont, Jr., 1984. A 330-page book describing the drug problem, the drug-dependence syndrome, the gateway drugs, and ways that families can prevent and treat drug problems. American Psychiatric Press Inc., paperback, \$7.95 (a)(b).

Gone Way Down, Teenage Drug-Use is a Disease, by Miller Newton, 1981. A 72-page book describing the stages of adolescent drug use. American Studies Press, paperback, \$2.95 (a).

How to Talk to Your Kids About Growing up Without Drugs and Alcohol. A videotape that offers a practical, easy-to-follow approach to improve family communications, particularly on the subject of adolescent drug and alcohol use. It includes interviews with experts in the field. \$23.00(a).

Kids and Drugs: A Handbook for Parents and Professionals, by Joyce Tobias, 1986. A 96-page handbook about adolescent drug and alcohol use, 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. Telephone (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 activities of parent groups, industry, and government. McGraw-Hill Paperbacks, \$15.95(a)(b).

Not My Kid, by Beth Polson and Miller Newton, 1984. A 224-page guide for parents to aid in prevention, recognition, and treatment of adolescent chemical use. It is especially strong on overcoming denial and recognizing problems, with numerous personal vignettes. Avon Paperback Books, #69997-4, \$2.95; hardcover, \$15.95(b).

Parents, Peers and Pot, by Marsha Manatt, 1979. A 96-page book that 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 and Human Services, \$3.00(b).

Parents, Peers and Pot II: Parents in Action, by Marsha Manatt, 1983. A 160-page book that describes the formation of parent groups in rural, suburban, and urban communities. U.S. Department of Health and Human Services, \$1.00(b).

Peer Pressure Reversal, by Sharon Scott, 1985. A 183-page guidebook for 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 on the subject of marijuana. Woodmere Press, New York, NY, \$6.95(a)(b).

Strategies for Controlling Adolescent Drug Use, by J. Michael Polich et al., 1984. A 196-page book that 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, \$15.00.

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, suggested activities for coaches, a prevention program, a survey for athletes and coaches, and sample letters to parents. Drug Enforcement Administration, Public Affairs Staff, 1405 I Street, NW, Washington, DC 20537.

FREE CATALOGS OF DRUG ABUSE PUBLICATIONS

COMP CARE PUBLICATIONS. A source for pamphlets, books, and charts on drug and alcohol abuse, chemical awareness, and self-help. Telephone (800) 328-3330.

HAZELDEN EDUCATIONAL MATERIALS. A source for pamphlets and books on drug abuse and alcoholism and curriculum materials for drug prevention. Telephone (800) 328-9000.

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 U.S. Department of Education, Alcohol and Drug Abuse Education Program, 400 Maryland Avenue, SW, Washington, DC 20202-4101.

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

COMMITTEES OF CORRESPONDENCE, INC. This organization 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. This organization maintains a drug information center with more than 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 North Druid Hills Road, Suite 300, Decatur, GA 30033. Telephone (404) 325-5799.

NARCOTICS EDUCATION, INC. This organization publishes pamphlets, books, teaching aids, posters, audiovisual aids, and prevention magazines especially good for classroom use: WINNER for preteens and LISTEN for teens. 6830 Laurel Street, NW, Washington, DC 20022. Telephone (800) 548-870, or in the Washington, DC area, call 722-6740.

NATIONAL FEDERATION OF PARENTS FOR DRUG-FREE YOUTH (NFP). This national umbrella organization 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. It sells many books and offers discounts for group purchases. Conducts an annual conference. Membership: Individual \$15.00, Group \$35.00 (group membership offers tax-exemption). 8730 Georgia Avenue, Suite 200, Silver Spring, MD 20910. Telephone: Washington, DC area 585-KIDS, or toll-free HOTLINE (800) 554-KIDS.

PARENTS' RESOURCE INSTITUTE FOR DRUG EDUCATION, INC. (PRIDE). This national resource and information center offers consultant services to parent groups, school personnel, and youth groups, and provides a drug use survey service. It conducts an annual conference; publishes a newsletter, youth group handbook, and many other publications; and sells and rents books, films, videos and slide programs. Membership \$8.00. Woodruff Bldg., Suite 1002, 100 Edgewood Avenue, Atlanta, GA 30303. Telephone (800) 241-9746.

TARGET. Conducted by the National Federation of State High School Associations, an organization of interscholastic activities associations, TARGET offers workshops, training seminars, and an information bank on chemical abuse and prevention. A computerized referral service to substance abuse literature and prevention programs will begin operating in 1987. National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195. Telephone (816) 464-5400.

TOUGHLOVE. This national self-help group for parents, children, and communities emphasizes cooperation, personal initiative, avoidance of blame, and action. It publishes a newsletter and a number of brochures and books and holds workshops across the country each year. P.O. Box 1069, Doylestown, PA. 18901. Telephone (215) 348-7090.

U.S. CLEARINGHOUSES. (A publication list is available on request, along with placement on 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.

ADOLESCENT DRUG REHABILITATION PROGRAMS

To find 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 previously. It is best to visit prospective programs and to talk with people who have completed the program.

This section lists several unique national adolescent programs that illustrate the wide diversity of long-term intensive treatment programs available at low cost.

PALMER DRUG ABUSE PROGRAM (PDAP). PDAP is a free program supported by private donations and located mainly in southwestern, western, and midwestern States. It accepts out-of-town clients. It is a long-term outpatient counseling program with daycare capability based on the 12 steps of Alcoholics Anonymous (AA). It uses recuperating users as peer counselors. The program also maintains parent groups that may be attended by parents who do not have children in the PDAP program. National Office: 3300 North A Street, Building 8, Suite 204, Midland, TX 79705. Telephone (915) 687-4311.

STRAIGHT INC. Located in the eastern and midwestern States, the program accepts out-of-town clients. The program is a long term, highly structured outpatient 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. It serves young people with a variety of behavior problems besides drug use. Occupational skills are taught. National Office: Teen Challenge Training Center, Inc., P.O. Box 198, Rehrersburg, PA 19550. Telephone (717) 933-4181.

READINGS ON LEGAL ISSUES

American Public School Law, Alexander, Kern. 2d ed. St. Paul, MN: West Publishing Company, 1985.