

CHAPTER ONE



Safe & Drug
Free Schools

[Alcohol, Tobacco, and/or Other Drugs and Potentially Dangerous Substances](#)

- [Suspicion](#)

[Alcohol, Tobacco, and/or Other Drugs and Potentially Dangerous Substances](#)

- [Usage](#)

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ALCOHOL, TOBACCO, AND OTHER DRUGS

ALCOHOL, TOBACCO, AND/OR OTHER DRUGS AND POTENTIALLY DANGEROUS SUBSTANCES - SUSPICION

Local school should develop and include policies which support procedures, if they have not already done so.

1. PURPOSE: To develop a crisis response to suspected possession of alcohol, tobacco, and/or other potentially dangerous substances (ATOD).

2. WHAT TRIGGERS THE INTERVENTION PROCESS?

A. Report of possession.

B. Noticeable change in academic, attendance, behavior or health status. Refer to Signs To Watch For, [Attachment A](#).

3. PROCEDURES:

A. Identify appropriate procedures to protect the health, safety, and welfare of students.

1. Keep student alone and under adult supervision.
2. Notify local administrator/designee immediately
3. Question student about the allegation.
4. When the student's belongings are searched, the search should be done by a staff member of the same sex, in the presence of another staff member of the same sex.
5. Notify parents/guardians of suspicion and the steps taken.
6. The local administrator/designee may request the student undergo appropriate assessment and/or drug testing. The parents/guardians are responsible for having the drug testing/assessment administered, at parental cost, and the school is responsible for ensuring this is completed.

B. Who does what?

1. _____ should question the student about the allegation.
2. _____ should search the student, locker, book bag, car, etc. in the presence of another faculty member of the same sex as the student, if suspicion continues.
3. _____ should notify parents/guardians.
4. _____ requests the student undergo drug testing when reasonable suspicion exists.

C. When do you respond?

Immediately.

D. What will the follow-up be?

1. If usage is confirmed, refer to Usage section.
2. _____ will be responsible for follow-up and will be the contact for the outside agency if applicable.

4. ADDITIONAL RESOURCES:

- Dos and Don'ts for Parents/Guardians (see [Attachment B](#))
- Where To Find Help (see [Attachment C](#))
- Recommended Websites (see [Attachment D](#))
- Underage Drinking - 21 It's The Law (see [Attachment E](#))
- Definition of *In Loco Parentis* - (see [Attachment F](#))
- An Example of Policy (see [Attachment G](#))
- Incident Evaluation Form (see [Attachment H](#))
- Signs To Watch For (see [Attachment A](#))

Drug & Alcohol Assessors		
County	Name	Phone

ALCOHOL, TOBACCO, AND/OR OTHER DRUGS AND POTENTIALLY DANGEROUS SUBSTANCES - USAGE

1. **PURPOSE:** To develop a crisis response to usage of alcohol, tobacco, and/or other potentially dangerous substances.
2. **WHAT TRIGGERS THE INTERVENTION PROCESS?**
Student is found to be using these substances.
3. **PROCEDURES:**
 - A. **Identify appropriate procedures to protect the health, safety, and welfare of students.**
 1. Immediately notify parents/guardians; document incident (see Incident Evaluation Form -([Attachment H](#))). Parents/guardians direct what immediate medical treatment is deemed necessary.
 2. If unable to contact parents/guardians, the local administrator or designee will seek immediate medical attention for the child.
 3. If appropriate, parents/guardians have the primary responsibility to take the student home for proper care. When this is not possible, then at least two school personnel (preferably a male and a female) should escort the child home or for proper care.
 4. The local administrator/designee may request the student to undergo appropriate assessment and/or drug testing. The parents/guardians are responsible to have the drug testing/assessment administered, at parental/guardian cost, and the school is responsible for ensuring this is completed.
 5. The local administrator/designee must arrange a conference between the student, parents/guardians, principal, and SAP/IST (local student support team).
 - B. **Who does what?**
 1. _____ will contact the parents/guardians and document the incident.
 2. _____ should search the student, locker, book bag, car, etc. in the presence of another faculty member of the same sex as the student, if suspicion continues.
 3. _____ and _____ will escort the student home or for proper care.
 4. _____ will conduct a conference with the parent(s)/guardian(s).
 5. The team develops a contract for treatment and/or counseling if appropriate.
 6. The local administrator/designee, student, parent(s)/guardian(s) sign the contract.

C. When do you respond?

Immediately.

D. What will the follow-up be?

1. _____ will be responsible for follow-up and will be the contact for the outside agency if applicable.
2. Any incident as listed above shall trigger a Disciplinary Hearing, where the following points will be considered:
 - Suspension
 - Expulsion
 - Counseling
 - Criminal charges
 - Civil litigation
 - Real Justice Family Conferencing

3. ADDITIONAL RESOURCES:

- See Attachments A to H
- Identify local drug and alcohol abuse assessors; list their names/phone numbers here:

Drug & Alcohol Assessors		
County	Name	Phone

**ALCOHOL, TOBACCO, AND/OR OTHER DRUGS AND POTENTIALLY DANGEROUS
SUBSTANCES - POSSESSION**

1. **PURPOSE:** To develop a crisis response to possession of alcohol, tobacco, and/or other potentially dangerous substances.

2. **WHAT TRIGGERS THE INTERVENTION PROCESS?**

Student is found to be in possession of alcohol, tobacco, and/or other potentially dangerous substances.

3. **PROCEDURES:**

A. Identify appropriate procedures to protect the health, safety, and welfare of students.

1. Local administrator/designee should confiscate the substance and/or paraphernalia and document the incident (Incident Report Form).
2. The confiscated material is placed in a secure area until the parents/guardians and/or authorities are notified and arrive.
3. Contact authorities (legal, medical, or other) for identification and proper disposition when necessary.
4. The local administrator/designee arranges a conference with the student, parents/guardians and the SAP/IST (local student support team).

B. Who does what?

1. _____ will contact the parents/guardians and document the incident.
2. _____ should search the student, locker, book bag, car, etc. in the presence of another faculty member of the same sex as the student, if suspicion continues.
3. _____ will conduct a conference with the parent(s)/guardian(s).
4. The team develops a contract for treatment and/or counseling if appropriate.
5. The local administrator/designee, student, parent(s)/guardian(s) sign the contract.

C. When do you respond?

Immediately.

D. What will the follow-up be?

1. _____ will be responsible for follow-up and will be the contact for the outside agency if applicable.
2. Any incident as listed above shall trigger a Disciplinary Hearing, where the following points will be considered:
 - Expulsion

- Counseling
- Criminal charges
- Civil litigation
- Real Justice Family Conferencing

4. **ADDITIONAL RESOURCES** See Attachments A to H

[Attachment A](#) - Drugs and Alcohol - Signs to Watch For

[Attachment B](#) - Do's and Don'ts for Parents/Guardians

[Attachment C](#) - Where to Find Help

[Attachment D](#) - Recommended Web-sites

[Attachment E](#) - Underage Drinking - 21 It's the Law (flier)

[Attachment F](#) - *In Loco Parentis Definition*

[Attachment G](#) - An Example of Policy

[Attachment H](#) - Incident Evaluation Form

ATTACHMENT A

Signs To Watch For:

Physical Symptoms

- Increase or decrease in appetite; changes in eating habits, unexplained weight loss or gain.
- Slow or staggering walk; poor physical coordination.
- Changes in sleeping habits -- inability to sleep, awake at unusual times; or unusual sleepiness, laziness, sleeping at strange times.
- Red, watery eyes; pupils larger or smaller than usual; blank stare.
- Cold, sweaty palms; shaking hands.
- Puffy face, blushing or pale skin.
- Smell of substance on breath, body or clothes.
- Extreme hyperactivity; excessive talkativeness.
- Runny nose; hacking cough.
- Needle marks or bruises on lower arm, legs or bottom of feet.
- Unexplained nausea, vomiting or excessive sweating.
- Tremors or shakes on hands, feet or head.
- Irregular heartbeat.

Behavioral / Psychological Symptoms

- Change in overall attitude / personality with no other identifiable cause.
- Changes in friends: new hang-outs, avoidance of old crowd, new friends are drug users.
- Change in activities; loss of interest in things that were important before.
- Drop in school or work performance; skips or is late to school or work.
- Changes in habits at home; loss of interest in family and family activities.
- Difficulty in paying attention; forgetfulness.

- Lack of motivation, energy, self-esteem, discipline. Bored, "I don't care" attitude.
- Defensiveness, temper tantrums, resentful behavior (everything's a hassle).
- Unexplained moodiness, irritability, or nervousness.
- Violent temper or bizarre behavior.
- Unexplained silliness or giddiness.
- Paranoia -- suspiciousness.
- Excessive need for privacy; keeps door locked or closed, won't let people in.
- Secretive or suspicious behavior.
- Car accidents, fender benders, household accidents.
- Chronic dishonesty; trouble with police.
- Unexplained need for money; can't explain where money goes; stealing.
- Unusual effort to cover arms, legs.
- Change in personal grooming habits.
- Possession of drug paraphernalia.
 - Obvious visual and verbal clues -- bottles, pipes and notes about drug use are exactly what they appear to be. Many kids talk freely about drug use, bragging about having "good stuff", having gotten "smashed", or "stoned" or "wasted".
- A teenager's life in apparent chaos, unaffected by any effort to change it. When counseling or other professional involvement makes no improvement, chemical use can be suspected.

* Adapted from Drug Help, a Service of the American Council on Drug Education, an Affiliate of Phoenix House Foundation, www.drughelp.org

Attachment B

Do's and Don'ts for Parents Regarding Substance Abuse

DO

- Be open with your child and try to remain calm and honest while discussing his/her harmful behavior.
- Contact your child's school counselor or principal to see if he/she can help.
(The school might have similar concerns about your child.)
- Discuss the information and concerns with a knowledgeable person.
- Be firm with your child by setting up and enforcing curfews and other "house rules".
- Present your rules and expectations to your child clearly and consistently.
- Learn all you can about chemical dependency in adolescents.
- Learn all you can about your own enabling behavior.
- Be honest with yourself and realize that "yes, it can happen to one of your children."
- Learn to forgive yourself and your child; you only hurt yourself by holding grudges.
- Know that with the correct help, your child can overcome this problem and live a healthy life.
- Get support for yourself and your family from knowledgeable professionals, support groups, and 12-Step programs (Al-Anon, Parents Anonymous), as appropriate

DON'T

- Be afraid to send the child for professional help.
- Give in to your children and accept their excuses and rationalizations of the problem.
- Enable your child's behavior by continuing to give your children "another chance". Continuance of this will only lead to more pain for you and your family.
- Allow yourself to cover up and make excuses for your child's behavior.
- Shield your children from the realistic consequences of their behavior. They must learn to be responsible for their own behavior.
- Accept the guilt for your children's condition or behavior.

- Take it personally when the chemically dependent adolescent blames you for his/her problems.
- Condemn, judge, or criticize; remember that chemical dependency is a disease and your child needs help.
- Expect the condition to get better overnight.
- Ignore the signs and think things will get better by themselves; they won't--they often get worse!

Attachment C

Where to Find Help

All counties have an office of the Catholic Charities and also drug and alcohol agencies to call. Agencies can perform help by:

- Providing Intake workers.
- Answering questions.
- Supplying basic information about drugs, usage, and symptomatic behavior.
- Providing evaluation of person.
- Advising about detoxification.
- Giving legal advice.
- Providing program speakers for school parents/guardians.

- Other references:
 - Blue pages of telephone directory; see listings for Alcohol Abuse; Chemical Abuse; Drug Information; Children & Youth Services; Counseling/Treatment; Self-Help Support Groups
 - Local Intermediate Unit personnel (school psychologist, guidance counselors, etc.)
 - High School Intervention Specialist; Department of Education; Program: "Here's Looking at you 2000".

ATTACHMENT D

Recommended Web-sites:

- Center for Disease Control & Prevention
<http://www.cdc.gov/>
- Bureau of Alcohol Education – PA Liquor Control Board
<http://www.lcb.state.pa.us/edu>
- Home Page: U.S. Dept of Health & Human Services
<http://www.os.dhhs.gov/>
- Justice Information Center – NCJRS
<http://www.ncjrs.org/>
- Join Together Online
<http://www.jointogether.org/>
- National Council of Alcohol and Drug Dependency
<http://www.ncadd.org/>
- National Inhalant Prevention Coalition
<http://www.inhalants.org/>
- American Council for Drug Education
<http://www.acde.org/>
- Mothers Against Drunk Driving
<http://www.madd.org/>
- Al-Anon-Alateen for Families and Friends of Alcoholics
<http://www.al-anon-alateen.org/>
- National Institutes of Health
<http://www.nih.gov/>
- National Library of Medicine
<http://www.nlm.nih.gov/>

- Real Justice Conferencing
<http://www.realjustice.org>
- Council on Chemical Abuse
<http://www.councilonchemicalabuse.org>

ATTACHMENT E

UNDERAGE DRINKING - 21 IT'S THE LAW

YOU SHOULD know that your driving privilege will be suspended if you are convicted of:

- Purchasing, consuming, possessing, or transporting alcohol
- Lying about your age to obtain alcohol
- Carrying a false I.D. card

YOU WILL BE CHARGED AS A CRIMINAL AND HAVE A CRIMINAL RECORD.

Alcohol-related driving privilege suspensions are:

- 1st offense - 90 days
- 2nd offense - 1 year
- 3rd and subsequent offense - 2 years
(Any multiple sentences imposed shall be served consecutively.)

**EVEN IF YOU DON'T HAVE A LICENSE AND GET CAUGHT DRINKING
OR CARRYING A FALSE I.D., YOU WILL BE PENALIZED!**

YOU WILL be unable to apply for a learner's permit for the time period of the suspension. For those under the age of 16, suspension will not begin until the 16th birthday.

IN ADDITION to driving privilege suspensions, you may pay a fine up to \$500 and the police will notify your parents/guardians, even if you are over the age of 18.

YOU SHOULD also know that the court may require that you successfully complete a program of alcohol education, intervention, or counseling. You must also pay a \$25 restoration fee before you can get your license back or be considered for a learner's permit.

**REMEMBER, YOU DON'T HAVE TO BE IN OR NEAR A CAR, HAVE A
DRIVER'S LICENSE, OR BE OLD ENOUGH TO DRIVE FOR THE LAWS
TO APPLY. JUST BEING CAUGHT WITH A FALSE I.D., DRINKING,
BEING INTOXICATED, TRANSPORTING ALCOHOL OR HAVING**

ALCOHOL IN YOUR POSSESSION WILL RESULT IN THE SUSPENSION
OF YOUR DRIVING PRIVILEGE!!

UNDERAGE DRINKING LAWS ALSO AFFECT THOSE OVER 21!!

ANY ADULT who buys alcohol for anyone under 21 - EVEN THEIR OWN CHILDREN - or anyone who makes or sells false I.D. cards may receive a mandatory fine of \$1000 for their first offense and \$2500 for each following offense.

AN ADULT who supplies minors with alcohol may also be liable for any resulting injuries and/or property damage caused by the minor.

To Obtain Additional Information or Printed Brochures:

Contact the Pennsylvania Liquor Control Board:

(800) 453-PLCB

<http://www.lcb.state.pa.us/edu>

TDD Line (717) 772-3725

Pennsylvania Liquor Control Board

Alcohol Education Center, Room 602

Northwest Office Building

Harrisburg, PA 17124-0001

ATTACHMENT F

In Loco Parentis definition

Pennsylvania School Code 24 PS 13-1317

Every teacher, vice principal and principal in the public schools shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians or persons in parental relation to such pupils may exercise over them.

ATTACHMENT G

An Example of Policy

ALLENTOWN DIOCESAN BOARD POLICY 5144

Every teacher, vice principal and principal in a school of the Diocese of Allentown shall have the right to exercise the same authority as to conduct and behavior over the pupils attending that such, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians or persons in parental relation to such pupils may exercise over them.

Policy adopted: 10/19/72

**ATTACHMENT H
INCIDENT EVALUATION FORM**

Crisis: _____

Date: _____
Time: _____
Alert issued: _____

Student(s) involved: _____

Crisis Team Members involved: _____

Briefly describe Crisis and Crisis team response:
Who first assessed the Crisis? _____

How was the Crisis Team notified? _____

How long did it take the Crisis Team to assemble? _____

How long before an Alert was issued? _____

How was the alert disseminated?
 Memo P.A. Walkie-Talkie Other
Was the method effective? _____

Was the building secured? _____

Who contacted the police? _____

When were they contacted? _____

Who responded and when? _____

What was their response? _____

Who contacted the ambulance? _____

When were they contacted? _____

Who responded and when? _____

What was their response? _____

Who contacted the fire department? _____

When were they contacted? _____

Who responded and when? _____

What was their response? _____

Who maintained crowd control? _____

Who was the liaison with police, media, etc.? _____

Did parents need to be notified? _____ If so, who notified parents/guardians and by what method?

Was the daily schedule interrupted? ____ If so, from what time period? _____

What unusual problems surfaced and how were they handled? _____

Did school have to be dismissed? Yes No

Who contacted bus drivers? _____

How did bus drivers respond? _____

Were procedures followed or did they need to be adapted (how and why)?

Person completing this report: _____ Date _____

This form should be filed and retained in the school administrative files.