

THE COMMUNITY DRUG AND ALCOHOL TASK FORCE

Committee Report

NORTHPORT-EAST NORTHPORT UFSD

January 8, 2007

INTRODUCTION

The Northport-East Northport School District and its Board of Education have an honorable history of addressing student, parent, and community needs when relating to drug, alcohol and substance abuse issues. Throughout the years, our district has implemented numerous programs which support these needs. Some examples of this proactive support are as follows:

- During the late 1960's, a tragic alcohol related car accident killed three Northport High School students. This tragedy prompted the Board of Education to support a new agency within the school district community. The *Place* received school district funds to provide counseling to our youth involved in drug, alcohol and substance abuse issues. The program continues today with ongoing Board of Education support. Additional resources were targeted toward *Youth Directions & Alternatives (YDA)*, a Town of Huntington Youth Bureau program which supports students within the school district and community in a proactive fashion.
- The mid 1980's witnessed another tragic event within our community which received national and international media attention. A drug related incident occurred within our community resulting in the violent deaths of two of our students. Our school district responded with the Board of Education supporting new programs created to provide proactive and reactive counseling support, including the creation of elementary school counselors, a student assistance counselor supporting employees and students with drug and alcohol issues, and the expansion of the high school Time Out Room to the middle schools. Additionally, the Board of Education subsidized the employment of a *YDA* street counselor to meet with adolescents where they congregate outside of school during the evening and weekend hours.
- For over thirty years, the Board of Education has supported a progressive health education curriculum for students in grades K-12 addressing at-risk behaviors. Additionally, mental health staff has increased over the years to respond to the growing needs for counseling and support services for our students.

Tragically in the past year, our community once again was jolted by several adolescent deaths related to drug, alcohol, and substance abuse issues. In response, our Board of Education passed a resolution at the August 28, 2006 meeting *“to create a Community Drug and Alcohol Task Force to review existing educational and counseling supports within the Northport-East Northport Union Free School District, as well as, the Northport-East Northport community.”* The resolution furthered stated that *“it shall be the goal of the Task Force to work toward the ultimate elimination of the illegal use of alcohol, drugs, and other controlled substances which pose a threat to the health and welfare of our students and staff. The Task Force shall recommend such additional supports which will enhance efforts toward a drug and alcohol-free school environment. The committee shall be comprised of the following individuals each of whom shall be appointed by the Board of Education:*

- *Two school board members*
- *One district level administrator*
- *One elementary school administrator*
- *One middle school administrator*
- *Two high school building administrators*
- *Six members of the district's teaching and mental health staff*
- *One elementary school PTA parent*
- *One middle school PTA parent*
- *One high school PTA parent*
- *District Parent Center Advisor*
- *One medical advisor*
- *Community members*
- *Representatives of the Police Department from Suffolk County, Northport Village, and the Village of Asharoken*
- *Representative from the Place*
- *Representative from the YDA*
- *Three high school and two middle school students”*

TASK FORCE MEMBERSHIP

The Community Drug and Alcohol Task Force membership was comprehensive, reflecting a diverse cross section of the school district and community. Membership was determined according to the Board of Education resolution by contacting the representative groups. Community members were invited to participate via newspaper and internet postings. A Task Force was assembled with over sixty members. Even more impressive than the overwhelming response was the background and experience each member brought to the Task Force. In addition to our district staff, administrators, PTA, high school and middle school students, and local police representatives, our Task Force had representation from concerned parents, an attorney, a probation officer, a Suffolk County Legislative aide, a Newsday writer, a specialist engineer, several entrepreneurs, a retired Suffolk County Police Officer from the Breath Alcohol Testing Unit, a prevention specialist and drug counselor, a public librarian, a Hospital Community Outreach director, a certified nurse practitioner, a certified school and mental health counselor, a Long Island University assistant professor, a Pederson Krag Clinic Division Director of Addiction Recovery Services and President of the Quality Consortium of Suffolk County, a medical technologist, an EMS supervisor, a Huntington Town councilman, a Commanding Officer of the Suffolk County Narcotics Unit along with other deeply concerned and informed community members. The Task Force was indeed an impressive group.

Listed below is the entire Task Force membership:

Name**Representative Group**

Liz Dragone	School Board Member
Rob Ingraham	School Board Member
John J. Lynch, Exec. Director of Pupil Services	District Level School Administrator
Anne Whooley, Principal, Dickinson Ave. School	Elem. School Building Administrator
Pasquale DeStefano, Asst. Principal, ENMS	Middle School Building Admin.
Irene McLaughlin, Principal, NHS	High School Building Administrator
Shannon Dantuono, Asst. Principal, NHS	High School Building Administrator
Roberta Heller, Health Educator	School District Teacher
Patricia Gremillion-Burdge, Health Educator	School District Teacher
Tracey Braun, Health Educator	School District Teacher
Nicole Barbier-Adil	School Counselor, Elementary School
Robert Jacobs	School Counselor, Middle School
Jane Halligan	School Counselor, High School
Margaret Stoduto	Parent Center Advisor
Peter Baron	Elementary School PTA Parent
Barbara Colatosti	Middle School PTA Parent
Lisa Michalek	High School PTA Parent
Marissa DiGirolamo	High School Student
Amanda Ribeiro	High School Student
Theresa Nobs	High School Student
Perry Marinelli	ENMS Middle School Student
Nicole Bartell	NMS Middle School Student
Dr. Roger Perrone, School Physician	Medical Advisor
Chief Ric Bruckenthal	Northport Police Department
Officer Jeff Josephson	Asharoken Police Department
Officer Peter Hayes	Northport Police Department
Lt. William Burke	Suffolk County Police Department
Detective Susan Janes	Suffolk County Police Department
Officer Dan Lynch	Suffolk County Police Department
Elaine Stein	Counselor, <i>The Place</i>
Rod Miller,	Assistant Director, <i>YDA</i>
Councilman Stuart Besen	Town of Huntington
Dennis Ryan, Deputy Director of Public Safety	Town of Huntington
Elise Autz	Community Member
Sean Boylan	Community Member
Gregory Spindler Brown	Community Member
Lillian S. Brueggemann	Community Member
Eileen Callahan	Community Member
Justin Paul Caulfield	Community Member
Kevin Cepelak	Community Member
Harriet Cogan	Community Member

Name	Representative Group
Claudia Gryvatz Copquin	Community Member
Philip E. Danley	Community Member
Lara DeRosa	Community Member
Annemarie DiPasquale	Community Member
Paul Fazio	Community Member
Patricia Gomes	Community Member
Tiffany Hansen	Community Member
Denise H. Knudsen	Community Member
Jane M. Keane	Community Member
Mary Elizabeth Koniarski	Community Member
Walter Lazinski	Community Member
Lisa Martin	Community Member
Kevin E. McLaughlin	Community Member
Ryan Murphy	Community Member
Candace Reeder	Community Member
Debora Ann Riccardi	Community Member
Kim H. Rodriguez, Ph.D., LHMC	Community Member
Jenine Saccente	Community Member
Mary Silberstein, LCSW, CASAC	Community Member
Coimbra Sirica	Community Member
Bernadette Smith	Community Member
Patricia M. Warren	Community Member
Brian Washburn	Community Member

DELIBERATIONS AND RECOMMENDATIONS

The Community Drug and Alcohol Task Force met from 7:00 through 9:30 p.m. at the William J. Brosnan Administrative Building on the following dates:

November 8, 2006
November 15, 2006
November 29, 2006
December 6, 2006

A press release was issued to the local newspapers announcing the dates and indicating the meetings were open to the public. The entire Task Force met on November 8th to commence their deliberations. Over sixty Task Force members and several community-at-large members attended the initial meeting.

Each member was offered an opportunity to introduce themselves and relate their interest and expertise. The membership was educated on the resources currently deployed throughout the school district and community that address drug, alcohol, and substance abuse issues. The health education curriculum delivered to our K-12 students was reviewed by district health educators.

Each grade's instructional lesson pertaining to substance abuse education was delineated and defined (Attachment A).

The Task Force was educated on the availability of mental health staff who counsel students within the school district. These resources were listed by specific job title and school assignment. The membership received further information on how a student requiring a more therapeutic intervention for their substance abuse problem would be referred to treatment facilities available within the community. School district mental health staff would support the student and their parents throughout this referral process (Attachment B).

In an effort to enhance deliberations, a consensus decision was made by the membership to break into four sub-committees. These sub-committees would focus and facilitate discussion on specific topics related to drug, alcohol, and substance abuse concerns. The sub-committees which were formed examined the following topic areas:

- Educational Issues
- Counseling/Community Referral Issues
- Parent Education Issues
- Student Management Issues

Each member was asked to select their preference for one of these sub-committees. The sub-committee memberships were formulated on the basis of these selections (Attachment C).

The sub-committees met on November 15th and November 29th to deliberate on their chosen topic. A chairperson from each sub-committee facilitated discussion and assumed the responsibility to formulate a report to the Task Force. On December 6th the entire Task Force reconvened to review each sub-committee's report and recommendations. The sub-committee chairperson presented these reports, encouraging further discussion from the sub-committee's membership. Eight Task Force members volunteered to synthesize and format the final report to the Board of Education.

The Community Drug and Alcohol Task Force recognizes that the solution to the problem of drug and alcohol abuse within our schools and community is dependent upon a cooperative effort among our parents, our school district, and our community. Each stakeholder must work as a coalition to address this serious issue. Research indicates there are greater reductions in drug and alcohol abuse in communities with established coalitions than in communities without. Our report reflects this realization. Our recommendations are presented in three distinct areas reflecting a comprehensive approach toward addressing this societal problem.

❖ *PARENT EDUCATION AND MOBILIZATION*

“In terms of drugs and alcohol, parents have no idea of what kids are doing..... sometimes even their own kids.”

“We have a serious drug and alcohol problem. Kids you wouldn’t even think are drinking and smoking.”

“I wouldn’t want to be quoted on this, but most kids want their parents to provide more structure and to just be involved in their lives.”

Northport High School Students

General Statement

The Task Force recognizes that we have terrific kids in our Northport-East Northport community, but like all surrounding communities, we have a serious problem with drug and alcohol use. Parents urgently need to confront this problem by coming together to support our youth in making healthy choices. Recognizing that even the best and brightest kids make mistakes, it’s up to all parents to take decisive action.

This responsibility is especially challenging because there exists a large gap – a “perception vs. reality” gap – between parents and kids. Parents’ perception of our kids’ involvement in high-risk behavior is very much at odds with the reality as kids know it. Consider the following data from the most recent Centers for Disease Control (CDC) Youth-at-Risk Survey taken by high school students in comparison to data from a parent’s perception survey:

- 45% of high school students reported having had at least one drink of alcohol on one of thirty days preceding the survey, while 93% of parents said their child had not.
- 28% of students reported having had 5 or more drinks of alcohol in a row on one of thirty days preceding the survey, while 98% of parents said their child had not.

This gap must be narrowed if we are to protect our youth by reducing the illegal use of drugs and alcohol. Once the magnitude of the problem is understood, we can begin to promote better communication between parents and kids, and between parents and parents. Education is the key to achieving this priority goal.

Recommendations

- Conduct surveys of students and parents grades 6-12 to illustrate clear disconnects. The Youth at Risk Survey is a national survey developed by the Centers for Disease Control in Atlanta, in conjunction with state and local departments of education and other federal agencies. It is research-based and proven to be reliable and valid. This survey is given every two years to assess priority health risk behavior among students, and to monitor changes in these behaviors over time. There is no cost to our district to use this survey

locally, and no permission is required because it is in the public domain. The district would be responsible for processing its own data.

- Student Surveys (grades 6-12): The Task Force recommends conducting these surveys in the spring of 2007. Student participation is voluntary; parental permission procedures will be followed; student privacy is protected, which allows for anonymous participation.
- Parent Surveys (grades 6-12): The Task Force recommends distributing this survey to parents in the early fall of 2007 at Open House. The anonymous parent survey is designed to determine if parents believe their children are participating in high-risk behaviors involving drugs and alcohol.

Survey Data Results will be utilized to:

- Develop policies and programs to reduce/prevent health risk behaviors among our youth
 - Explore the need for any changes and/or recommendations to the district's health curriculum
 - Share results with our community to promote parent education, dialogue and awareness
 - Establish direction for the Community Drug and Alcohol Task Force
 - Apply for a variety of financial grant opportunities to support our efforts
- Conduct mandatory parent forums modeled after Fairport School District, Rochester, NY
 - Our Task Force extensively researched other parent education initiatives across the country. The most impressive and effective program we found is in the Fairport School District, a community very similar to our own. Recent tragedies there, resulting from substance abuse by young people, sparked a determined response that is notable for its comprehensive, aggressive approach to educating parents. Our Task Force spoke with Fairport administrators and board members to learn more about their program.
 - The Fairport model includes the administering of the Centers for Disease Control Youth-at-Risk Survey to students in grades 6-12, and a related survey to their parents. The data from these surveys became a necessary and vital part of the community dialogue that ensued. This data was local, not from the state or other communities, so parents paid much closer attention because it was about their own children.

- Having concluded that optional parent meetings had not worked in the past, the Fairport district created three mandatory, stand-alone events to educate and support their parents. Themed “Take the Blinders Off”, these forums were organized by grade level whereby 6th, 9th and 10th grade parents were targeted. Research shows that transitional years are critical years in terms of substance abuse and other at-risk behavior. A key to success in Fairport was the active student participation in the planning and execution of these parent forums. The mandatory aspect produced the desired parent participation, and it was stressed by Fairport officials that no competing events should be scheduled opposite these forums on the district calendar.

The format of Fairport’s parent forums included a combination of the following, depending upon whether it was directed at 6th, 9th or 10th grade:

- Welcome from the Superintendent of Schools and the School Principal
 - Video presentation of “Dying High: Teens in the E.R.”, a powerful, reality-based video that shows what goes on in emergency rooms as doctors treat teens for serious injuries resulting from the use of drugs and alcohol (recommended for grades 8-12)
 - Student presentation of survey data illustrating the disparity between what young people report vs. parents perception, emphasizing “wake-up” call to action
 - County District Attorney informs parents and other adults of legal ramifications and health & safety risks of serving alcohol to teens; seeks to dispel parents’ ideas of “safe drinking” and educate them about consequences of breaking the law
 - Parents or relatives of lost loved ones or accident/overdose victims talk about impact of drugs/alcohol on their lives
 - Health professional explains the signs and symptoms of chemical use
 - Counselor offers strategies for parents to help kids make healthy choices
 - Q & A followed by distribution of take-home materials
- Re-establish Safe Homes campaign to set up a community network of parents who are committed to providing a safe and drug/alcohol-free environment for their children at home. When parents join together, they become more effective than if they act separately. Parents make an annual Safe Homes pledge resulting in the publication and distribution of a Safe Homes directory. By providing this opportunity, a network of parents working together will have a positive impact on our community.

➤ Safe Homes pledge (sample):

- ✓ *I will supervise parties or gatherings in my home.*
- ✓ *I will welcome calls from other parents when my child is hosting a party or gathering.*
- ✓ *I will call the parents for a Safe Homes confirmation when my child is attending a party or gathering.*
- ✓ *I will not allow or serve alcohol, tobacco or other drugs in my home or on my property.*

- Replicate the current elementary and middle school directory at the high school level to give parents better access to one another.
- Utilize and enhance The Parent Center program to increase the number of parent workshops and expand the website links relating to drug, alcohol and substance abuse resources.

❖ ***STUDENT ASSISTANCE, SUPERVISION, SECURITY, AND MANAGEMENT***

General Statement

Our Task Force is committed to sending a strong and consistent message to our community about the dangers of drugs and alcohol. We firmly believe there is a need to clearly communicate district expectations regarding the use of such substances. We must provide structures and supervision that are consistent with confronting a serious drug and alcohol problem. Programs, interventions and disciplinary consequences should be individualized and sensitive to the needs of each student involved. The following recommendations are a compilation of the work of the Task Force specific to supervision, security and student management.

Recommendations

- Expand the Student Assistance Counselor position to a full time assignment. Currently, this is a half time position shared with the Employee Assistance Counselor program. The Student Assistance Counselor's role presently includes meeting with students who have been suspended for drug and/or alcohol offences. This role would be expanded to include regular meetings with at-risk students and their parents in grades 6-12. In addition, this role would involve coordinating drug and alcohol prevention programs, activities, assemblies, etc. The individual in this position should have a strong background in drug and alcohol prevention.
- Expand the SHARE (Students Helping and Relating to Each Other) program to include students from grades three through twelve. The SHARE program is our version of a nationally renowned program entitled Natural Helpers. SHARE has been a successful program within our district since the early 1990's. Currently, the high school trains approximately sixty new students per year and the middle schools train thirty new students

each. Students learn effective communication skills, problem solving skills and how to identify problems that require adult intervention. The students who are selected to participate in each school are identified as student helpers by their peers and represent a cross section of the student body. Expanding the program at the high school and the middle schools would allow more students to be trained and to use these skills in their everyday interactions with their peers. This would also provide additional opportunities for students to share issues of concern with adults trained to deal with problems that affect pre-adolescents and adolescents. Adding an elementary component to this program would provide students with age appropriate training that will serve as a foundation for the work at the upper grade levels. The SHARE program should annually add newly trained students ensuring a widespread implementation of the program's principles and goals.

- Explore the possibility of adding a community service graduation requirement for all high school students. Research indicates that community service opportunities serve as a positive alternative to drug and alcohol involvement.
- Distribute to all school district mental health staff members and building administrators the following resources to address drug, alcohol, and substance abuse concerns:

Recovery Resource Guide

Published by.....Long Island Council on Alcohol and Drug Dependency

Program Guide to Alcohol and Substance Abuse Services

Published by.....The Quality Consortium of Suffolk County

- Explore alternatives to out-of-school suspension, including a full day academic program at an alternative site to the high school with a mental health/drug counseling component. Consider asking retired teachers to provide instruction, a mandatory parent component and community resources (The Place, YDA, etc.) available to help. Reallocating resources from the Home Instruction program could financially supplement this program.
- Increase number of security guards at the high school to be consistent with that of other districts to which we compare in terms of population and demographics. Consider the location of the campus and the natural boundaries that exist. Include security staff stations inside the building to deter inappropriate and dangerous activity, to provide a quicker response to emergency situations and to monitor the areas where students congregate. Continue to recruit security candidates who have a background in law enforcement and/or emergency response. Employ a security director or supervisor with a similar background to supervise and monitor security staff and the overall security system.
- Explore the possibility of closing the campus completely. Currently, the campus is closed to ninth and tenth grade students. During the '07-'08 school year, the campus will be closed to ninth, tenth and eleventh grade students. The campus is scheduled to remain open to seniors with parent permission during the four student lunch periods.

- Create a co-curricular code of conduct to mirror the current athletic code of conduct, and implement in the high school and each middle school.
- Create and implement an honor code at the high school to encourage students to refrain from using drugs and alcohol. Expand the use of behavioral contracts for students as a condition of participation to school-sponsored activities such as dances, canteen, battle of the classes, etc.
- Research the effectiveness of lawful deterrence to drug use in schools, including drug testing for participants in the co-curricular program, random locker searches, and other possible deterrents.
- Coordinate with the Suffolk County Police Department to train school district staff to recognize immediate symptoms of drug use. Train principals, assistant principals, nurses and security personnel in the high school and middle schools.

❖ **COMMUNITY MOBILIZATION**

General Statement

Our Task Force realizes the need to mobilize our community toward the common goal to combat drug, alcohol and substance abuse within the Northport-East Northport community. Efforts should be enhanced to engage the leaders in our community and existing not-for-profit agencies to work in conjunction with the school district and parents toward this common goal.

Recommendations

- Explore a community-based system that promotes the positive development of children and youth. This system would provide strategic consultation, training and research-based tools to help a community prevent adolescent problem behaviors such as alcohol and drug use. These efforts would involve all community members who have a stake in healthy futures for young people. The Task Force should assess existing programs which address community mobilization. Currently we are aware of two such possible programs:
 - The United States Department of Health and Resources, Substance Abuse and Mental Health Services Administration (SAMSHA) and New York State Office of Alcoholism and Substance Abuse Services (OASAS) recommend utilizing the *Community That Care* (CTC) system for addressing drug/alcohol issues within a community. Community agencies following the CTC system may qualify for significant funding sources to support programs focused on alcohol and drug issues. This program would ensure joint school district, community, and parent involvement.
 - Explore the use of *COMPASS*, an alcohol and drug prevention model sponsored by the Suffolk Coalition to Prevent Alcohol and Drug Dependencies, Inc. COMPASS is a science-based, researched program which builds on the belief that

community coalitions can prevent alcohol and drug dependencies. COMPASS has been implemented in several Suffolk County school districts.

- Marketing the message is as important as the message itself. Our Task Force recognizes the positive impact of community slogans, such as, “Just Say No”, and Fairport, New York’s “Parents Who Host, Lose The Most”. We recommend creating one such slogan for our community. The community must embrace this slogan and utilize all available vehicles of communication (i.e., The Observer, the Times of Northport, Principal’s Newsletters, Our Schools, PTA groups, and the internet) to inform parents and the community about the message.
- Explore the marketing and financial cooperation of local businesses to support the ongoing efforts of the Task Force.
- Develop additional community programs where families are encouraged to do things together as a family, supported by the school and local businesses.
- Encourage and publicize throughout the community the various 24 hour Hot Lines such as the Northport Police Department, the Suffolk County Police 2nd Precinct, etc. to report dangerous and/or illegal activity.
- Establish an annual *District-wide Awareness/Wellness Day*, in which topics related to drug and alcohol awareness, at-risk behaviors, effective communication, and wellness resources are infused throughout the K-12 curriculum.

SUMMARY

The Community Drug and Alcohol Task Force believes that implementing the above recommendations will have a significant impact on drug, alcohol, and substance abuse issues within our schools and community. A collaborative effort among parents, the school district, and the community will ensure a comprehensive approach. Mobilizing this coalition will have a powerful impact.

The Task Force realizes the financial stressors on the school district community. Some recommendations will require budgetary support while others can be implemented through current resources. The membership encourages our Board of Education to consider these recommendations as significantly important to our students and community.

Implementing the recommendations will require the ongoing efforts of the Community Drug and Alcohol Task Force. The Board of Education should further resolve the continuation of the Task Force to carry forward these essential proposals.

*Substance Abuse Education
(Alcohol, Tobacco, & Other Drugs)
Northport -East Northport School District
Health Education Curriculum*

Kindergarten (3 Lessons)

Lesson #3 = Substance Use, Abuse, and Poisons

- *Define safe and unsafe
- *Categorize items safe and unsafe to put in their mouth

Lesson #4 = Substance Use, Abuse, and Alcohol

- *Identify alcohol as a drug
- *Explain effects of alcohol on the mind and body

Lesson #5 = Substance Use, Abuse, and Tobacco

- *Understand some side effects of smoking
- *Aware that smoking affects a non-smoker as well as a smoker

First Grade (4 Lessons)

Lesson #3 = Substance Abuse Prevention

- *Define safe and unsafe
- *Categorize different substances as safe and unsafe to put in their body

Lesson #4 = Substance Abuse Prevention

- *Define the term “drug”
- *Identify items commonly found around the house they should never taste
- *Name people who should be consulted about drugs

Lesson #5 = Substance Abuse Prevention

- *List negative effects of cigarette smoke
- *Identify three poisons in a cigarette

Lesson #6 = Substance Abuse Prevention

- *Identify alcohol as a drug
- *Identify noticeable effects of alcohol on behavior

Second Grade (4 Lessons)

Lesson #3 = Drugs - Alcohol

- *Realize that drugs can be dangerous
- *Aware of the effects of alcohol on judgment
- *Aware of the effects of alcohol on physical performance
- *Aware of situations in which drinking is not safe
- *Aware of the effects of alcohol on vision

Lesson #4 = Drugs - Alcohol

- *Identify risk situations in which drinking an alcoholic beverage is not safe
- **SUMMARY STATEMENT: “At certain times adults find it safe to drink moderate amounts of alcoholic beverages, such as at a wedding or dinner. However, no matter what the occasion, too much drinking would not be safe because it affects vision, judgment, and muscle coordination.”

Lesson #5 = Drugs - Smoking

- *Aware of the effects of cigarette smoking

Lesson #6 = Substance Abuse Prevention

- *Aware that it is OK to say “NO” to drugs
- *Explain techniques they can use to say no to drugs

Third Grade (4 Lessons)

Lesson #1 = Substance Use, Misuse

- *Define the term “drug” and “poison” and discuss similarities and differences
- *Reinforce their knowledge about helpful drugs and harmful drugs
- *Aware of the fact that only adults administer medicine
- *Opportunity to use judgment when confronted with unsafe situations
- *Aware of safe ways to keep medicines and safe ways to dispose of old medicines

Lesson #2 = Drugs - Tobacco

- *Recognize some of the many poisons of cigarettes
- *Identify some of the effects of cigarette smoking

Lesson #3 = Drugs – Alcohol

- *Identify the influence of alcohol on risk-taking behavior
- *Identify the effects of alcohol on coordination
- *Identify what alcoholism is

Lesson #4 = Substance Abuse

- *Aware of ways to say no to drugs

Fourth Grade (6 Lessons)

Lesson #1 = Substance Use, Abuse - Drugs

- *Definition of a drug
- *Know that at the same time a drug can be helpful and harmful

Lesson #2 = Substance Use, Abuse - Non-Prescription/Prescription

- *Aware of the type of information contained on labels of OTC medicine including necessary precautions
- *Aware of some differences between non-prescription and prescription drugs

Lesson #3 = Substance Use, Abuse - Tobacco

- *Identify health problems that are related to smoking
- *Explain the effects of smoking on health
- *Recognize the hazards of smokeless tobacco

Lesson #4 = Substance Use, Abuse - Tobacco

- *Discuss influences which may cause young people to:
 - Start smoking
 - Not to start smoking

Lesson #5 = Substance Use, Abuse - Alcohol

- *Aware of the effects of alcohol
- *Aware of the laws regarding alcohol use
- *Aware of the potential dangers of alcohol use

Lesson #6 = Substance Use, Abuse - Alcohol

- *Understand alcoholism in the family
- *Learn about Al-Anon, Ala-teen, and Alcoholics Anonymous
- *Recognize that children for alcoholic families experience feelings and concerns that are normal and OK
- *Identify people whom they could talk to about their feelings

Fifth Grade (5 Lessons)

Lesson #3 = Substance Use, Abuse - Drugs

- *Define three categories of drugs
- *List their effects on the body
- *Identify some drugs that fit into each category
- *Develop an awareness of drugs that are taken intravenously

Lesson #4 = Substance Use, Abuse - Tobacco

- *Name the potential effects of smoking on the body and the environment
- *Discuss the harmful effects of nicotine, tar, and carbon monoxide
- *Aware of the consequences of second hand smoke
- *Aware that non-smokers have rights

Lesson #5 = Substance Use, Abuse - Alcohol

- *Awareness of the short term effects of alcohol on the body
- *Aware of the advertising techniques used to make alcohol more appealing

Lesson #6 = Substance Use, Abuse - Alcohol

- *Awareness of the short term effects of alcohol on the body
- *Identify support groups for people who are affected by alcohol

Alternate Lesson #2 = Substance Use, Abuse - Marijuana

- *Able to list the effects of marijuana on the mind and body

Sixth Grade (5 Lessons)

Lesson #11 = Substance Abuse - Tobacco

- *Explain immediate and long term physiological changes in the organs and systems of the body caused by chemicals in tobacco smoke
- *Explore his/her feelings, attitudes, and behaviors in regards to smoking
- *State why some people start and continue to smoke although they know the health hazards

Lesson #12 = Substance Abuse - Alcohol

- *Know that alcohol alters the chemical balance of the brain, creating short-term effects and long-term health consequences
- *Identify the general effects of alcohol on the body systems

Lesson #13 = Substance Abuse - Alcohol

- *Explore and clarify their one attitude about alcohol
- *Become aware of problem drinkers and alcoholism within the family

Lesson #14 = Substance Abuse - Alcohol

- *Become aware of school/community resources to help individuals with drinking problems

Lesson #15 = Substance Abuse - Drugs

- *Should know the major categories of drugs

Eighth Grade (7 Lessons)

Lesson #10 = Substance Abuse - Tobacco

- *Compare and Contrast the reasons why young people choose to/not to smoke
- *Verbalize why smoking in public is a privilege and not a right

Lesson #11 = Substance Abuse - Tobacco

- *Explain the immediate physiological changes in the organs and body systems caused by chemicals in tobacco smoke
- *Understand how smokeless tobacco can affect their health
- *Smoking and Disease
- *Explain the health benefits of quitting the tobacco habit

Lesson #12 = Substance Abuse - Alcohol

- *Define types of alcohol
- *Evaluate conflicting messages from a variety of sources
- *Internalize that alcohol abuse is a vast problem in society

Lesson #13 = Substance Abuse - Alcohol

- *Describe the physiological and psychological effects of alcohol

Lesson #14 = Substance Abuse - Alcohol

- *Discuss the unique risks teenagers face when drinking alcoholic beverages
- *Describe the many ways in which people are affected by alcohol-related problems either directly or indirectly

*Identify private organizations, which provide assistance, treatment, and rehabilitation for alcoholics and their families

Lesson #15 = Substance Abuse – Other Drugs

*Understand some of the immediate and long-term effects that drugs have on the body

*Understand the dangers of Over the Counter Drugs and Misuse of Illegal Drugs

Lesson #16 = Substance Abuse – Other Drugs

*Understand the concept of self medication and self destructive behaviors

*Explore constructive alternatives to substance use for changing feelings and meeting psychological needs

9/10 Infusion “A” Year (2 Lessons)

Lesson #7 = Alcohol and Teenage Behavior

*Identify various reasons why teenagers abuse alcohol

*Understand the effects of DWI on individuals and families

*Understand the importance of healthy decision making regarding alcohol

Lesson #8 = Alcohol and Society

*Various situations/uses of alcohol in our society

*Effects of alcohol on the body

*Effects of alcohol on coordination

9/10 Infusion “B” Year (3 Lessons)

Lesson #6 = Tobacco: Devastating effects of smoking

*Know types of diseases and how they are associated with smoking

*Understand the negative effects on the body due to smoking

Lesson #7 = Drug Abuse: Understanding different types of drugs

*Know the different types of drugs and what they do

*Knowing the facts and common myths pertaining to drug use

Lesson #9 = Nutrition & Steroids

*Know the dangers associated with the use of steroids

11/12 Core Health (8 Lessons)

Lesson #39 = Substance Abuse - Tobacco

*Identify cigarette smoking as the single most preventable form of death today

*List reasons people start using tobacco and why they continue to use

*Identify and discuss smoking related illnesses

*Explain the short and long term health risks associated with tobacco use

Lesson #40 = Substance Abuse - Tobacco

*Analyze advertising strategies for tobacco products

*Identify and discuss legislation associated with smoking

*Describe the social cost of tobacco, list actions that have been taken to combat smoking in the public and private sectors

Lesson #41 = Substance Abuse - Tobacco

- *Identify second-hand smoke as a causative factor for disease and death
- *Identify and understand smoking cessation programs available to smokers
- *Discuss the effects of environmental tobacco smoke on nonsmokers
- *Prepare plans to stop using tobacco and avoid environmental tobacco smoke

Lesson #42 = Substance Abuse - Alcohol

- *Identify alcohol as a dangerous, physically and psychologically addictive drug
- *Understand the nature of alcohol and how it affects the body
- *Name people who should be consulted about drugs

Lesson #43 = Substance Abuse - Alcohol

- *Identify and understand the phases of alcoholism
- *Identify and understand how alcohol impacts on driving with specific regard to teenage fatalities
- *Describe the immediate and long term effects of drinking alcohol
- *Define alcohol abuse, binge drinking, alcoholism, and their effects on drinkers and others

Lesson #44 = Substance Abuse - Alcohol

- *Understanding the seriousness of drinking and driving and the importance of making healthy decisions
- *Define alcohol abuse, binge drinking, alcoholism and discuss their effects on the drinkers and others

Lesson #45 = Substance Abuse - Drugs

- *Understand that drugs can change your life forever
- *Discuss social issues related to psychoactive drug use and its prevention and treatment
- *Evaluate the role of drugs and other addictive behaviors in your life and identify your risk factors for abuse or dependency

Lesson #46 = Substance Abuse - Drugs

- *Identify and understand drug related terms
- *Identify various drug categories and the characteristics of each
- *Define and discuss the concepts of addictive behavior, substance abuse, and substance dependency
- *Explain factors contributing to drug use and dependency
- *List the major categories of psychoactive drugs and describe their effects, methods of use, and potential for abuse and dependence.

- ❖ Middle School and High School students are also educated by the numerous guest speakers that come to our classrooms (examples: Long Island Head Injury Association, the Place, the YDA, Phoenix House, Suffolk County Drug Court Officer)

ADDITIONAL LESSONS ARE GIVEN ON A REGULAR BASIS REGARDING THE PROPER STEPS NEEDED TO MAKE A HEALTHY DECISION.

NORTHPORT-EAST NORTHPORT UFSD*Community Drug and Alcohol Task Force**Mental Health Services***District Staff**

SCHOOL	STUDENT ENROLMENT	SCHOOL COUNSELORS	SCHOOL PSYCHOLOGISTS	STUDENT ASSISTANCE COUNSELORS	SCHOOL SOCIAL WORKERS
Bellerose	492	1.0	.5	0	0
Dickinson	443	1.0	.8	0	0
Fifth	591	1.0	.7	0	0
Norwood	524	1.0	.5	0	0
Ocean	491	1.0	1.0	0	0
Pulaski	411	1.0	.9	0	0
ENMS	692	3.0	1.0	1.0	0
NMS	858	4.0	1.0	1.0	0
NHS	2053	11.0	2.3	2.0	0
District Wide	6555	24.0	8.7	4.0	3.0

Community Resources:

- Daytop
- South Oaks Hospital
- Glen Cove Community House
- Pederson-Krag Center
- Phoenix House
- Seafield Center
- Concepts for Narcotics Prevention (The Place)
- Huntington Town Youth Bureau
- Al-Anon/Alateen
- Various Agencies and Individual Therapist

NORTHPORT-EAST NORTHPORT UFSD

Community Drug and Alcohol Task Force

SUB-COMMITTEE PREFERENCE

Name: _____

Address: _____

Telephone: _____ E-mail Address _____

Please indicate below your first and second preference for the listed sub-committees.

Sub-Committee	First Preference	Second Preference
Educational Issues		
Counseling/Community Referrals		
Parenting Issues		
Student Management Issues		

Would you volunteer to chair this sub-committee? Yes _____

Other comments: _____

