"One of the best ways to prevent addiction is to stop it before it starts. Drug abuse begins at increasingly early ages in America, so effective prevention strategies must be focused on young people. Because it targets at-risk youngsters, student drug testing is one of the most promising new prevention approaches."
Robert L. DuPont, President of the Institute for Behavior & Health

Administrative Toolkit

A student drug testing program can only be successful when:
- It is implemented as a tool for a preventative not punitive approach to drug abuse.
- It is incorporated as a part of a larger comprehensive drug-free program.
- It adapts to a school's unique environment involving students, parents, teachers, administrators and the local community.

This toolkit provides detailed information on the steps necessary to implement a successful student drug testing program.

 Those steps are:
>   1: Identifying the Need
>   2: Presenting the Idea and Establishing Relationships
>   3: Writing Policies and Procedures
>   4: Starting and Evaluating the Program

Results from successful Student Drug Testing Programs include:
- After 2 years of testing, Hunterdon Central Regional High School in New Jersey saw a reduction in cocaine use by seniors from 13 to 4 percent with the institution of a mandatory program.[1]
- Schools in Autauga County, Alabama experienced decreases in marijuana use from 19 to 12 percent after implementation of a voluntary student drug testing program.[2]
- One private school in the South implemented mandatory student drug testing for all of its students. When testing began, 3.4 percent of them tested positive. After the second year, the number of positive tests dropped to 2.1 percent.[3]
- After the implementation of a mandatory student drug testing program at a Southwestern public school, there was a reduction in disciplinary referrals, improved student productivity, and a lower number of positive tests. According to the Superintendent: "It was a complete change in atmosphere!"[4]
- The Student Athlete Testing Using Random Notification (SATURN) project, reported that of the 25 percent of students surveyed who used marijuana and of the 60 percent who said they used alcohol, only 9 percent and 12 percent respectively would continue use if mandatory drug testing were present in their schools.[5]

[1] Office of National Drug Control Policy. What You Need to Know About Drug Testing in Schools. U.S. Government Printing Office: Washington, D.C. 2002. Publication # NCJ 195522. P13.

[2] ONDCP, P3.

[3] DuPont, Robert, Teresa Campbell, and Jacqueline Mazza. US Dept. of Education Office of Elementary and Secondary Education, Safe and Drug-Free Schools Program. Report of a Preliminary Study: Elements of a Successful School-Based Student Drug Testing Program. Rockville, MD: Institute for Behavior and Health, Inc., 2002. P77.

[4] DuPont, P8.

[5] Goldberg, L., D. Elliot, E. Moe, K. Kuchl et al. "Acceptability and Potential Deterrent Effects of Drug Testing." Medicine and Science in Sports and Exercise. 31:5 (1999): S122-123.

[6] Walters, John. Foreward. Office of National Drug Control Policy's What you need to know about drug testing in schools. U.S. Government Printing Office: Washington, D.C. 2002. Publication #NCJ 195522. Pii.

"As a practical matter, a needs assessment provides objective information about both the nature and the level of drug use among the students."
Guidelines Concerning Student Drug Testing in Virginia Public Schools. 2004.

Step 1: Identifying the Need

A needs assessment is a process to collect and examine information about school-wide issues related to illegal drug use then, using these data, to prioritize future goals, to develop a plan, and to allocate funds and resources. Students, parents, teachers, administrators, and other community members can be included in gathering the necessary data.

Developing a Needs Assessment

The purpose of conducting a needs assessment is to portray an accurate view of the illegal drug use within a school. Measuring the level of drug use will help you evaluate whether a student drug testing program is needed.

Utilize Local Resources

The following list provides some starting points for gathering information. These resources are most valuable because of their experience and insight into drug abuse trends within your community.

1. School faculty and administration
2. Local law enforcement agencies
3. Local adolescent drug abuse treatment facilities
4. Juvenile services agency staff
5. Health departments
6. Businesses that employ teenagers
7. Civic groups
8. Faith community leaders
9. Medical community (e.g. emergency room personnel)
10. Local 12-step programs, Alcoholics Anonymous and Narcotics Anonymous

Research School Records

When identifying drug use in your school, it is important to gather information both quantitatively (measured by number) and qualitatively (observational data). Consider the following qualitative questions when assessing drug use within your school:

1. How widespread is illegal drug use at the school as assessed by administrators, teachers, students, parents, and community?
2. How easily available are illegal drugs?
3. What are the most common types of drugs used?

Some relevant information may be collected through your school records and files. Collecting the following quantitative information will give you a better indication of the areas that illegal drug use may impact.

1. Overall academic performance by grade (per year)
2. Disciplinary actions (E.g. detentions, suspensions, academic probations)
3. Violent incidents
4. School grounds violations (E.g. destruction of school property or weapons present)
5. Student absences, truancy and tardiness
6. Drug- and alcohol- related occurrences
7. Reports of students using illegal drugs and alcohol
8. Police incidents involving students

Collect state survey results

Obtaining additional data for quantitative analysis is possible by conducting or assessing surveys. You may accomplish this by participating in or accessing statewide surveys. Some benefits of using statewide surveys are:

1. Historical Data -- Your school may have participated in past statewide surveys
2. Comparative Data -- The surveys may provide information broken down by county or city.

Examples:

> *Indiana* - The annual survey of alcohol, tobacco and other drug (ATOD) use by children and adolescents in the state is coordinated by the Indiana Prevention Resource Center in Bloomington. The survey results help state and local entities coordinate prevention programs by providing information regarding the prevalence of ATOD use across the state.
>
> Website: http://www.drugs.indiana.edu/survey/atod/2004/index.html
>
> *Maryland* – The annual Maryland Adolescent Survey compares state to national statistics by grade. It also breaks down information by county.
>
> Website: http://www.marylandpublicschools.org/MSDE/newsroom/ special_reports/adolescent_survey

Use data from statewide surveys that have been conducted at your school to assess drug use among your student population. An analysis may be included along with the survey results.

<u>Use nationwide surveys</u>

If your school does not participate in any statewide survey, appropriate data can be extrapolated from nationwide surveys.

The benefits of using nationwide surveys include:

1. state-to-state comparisons
2. historical comparisons

The following are national surveys that feature students' use of illegal drugs:

Monitoring The Future Survey: Provides national data regarding student drug use and behavior for 8th, 10th and 12th grades.
Website: http://www.monitoringthefuture.org/

National Survey on Drug Use and Health: Provides estimates for national and state data regarding substance abuse. Data is reported by age group. Age groups are youths aged "12 or older", "12 to 17", and "adults 18 to 25".
Website: http://www.oas.samhsa.gov/states.htm

PRIDE Surveys: Provides national data for 4th grade through 12th grade regarding student perceptions and prevalence of illegal drug use through self-report surveys.
Website: http://www.pridesurveys.com

<u>Use pre-existing surveys as models to create your own</u>

If you decide to create your own school assessment survey and plan to use questions from existing surveys, verify if you need permission from the original source. Also be aware that there are certain federal guidelines that must be followed by public schools. Private schools may or may not be affected by these guidelines which include:

Protection of Pupil Rights Amendment (PPRA)
http://www.ed.gov/policy/gen/guid/fpco/ppra/index.html

Family Educational Rights and Privacy Act of 1974 (FERPA)
http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html

Office of Human Research Protections(OHRP)
http://www.hhs.gov/ohrp/

Code of Federal Regulations 45 (CFR45)
http://www.nih.gov/icd/od/foia/cfr45.htm

Below are examples of national surveys that have questionnaires available:

1. Substance Abuse and Mental Health Administration's (SAMHSA) National Survey on Drug Use and Health (NSDUH) http://oas.samhsa.gov/nhsda/methods.cfm.

   Note: You do not need special permission from SAMHA to use its questions in your own survey. However, SAMHSA cautions that the data collected cannot be compared to estimates from the National Survey on Drug Use and Health because of differing survey methodology designs.

2. Youth Risk Behavior Survey (YRBS) reports national and state-specific data regarding drug use and behavior for youths aged 10 to 24.

   2005 YRBS Questionnaires, and question rationales are available on the DASH website http://www.cdc.gov/HealthyYouth/yrbs/index.htm.

   Note: CDC publications (for example the YRBS questionnaires) are in the public domain and may be copied, distributed, and adapted without permission.

3. PRIDE Surveys offer teachers and administrators the means to conduct surveys and online ordering is available. PRIDE will provide copies of a questionnaire with instructions, will analyze results, and provide a full report. A fee per questionnaire is charged for this service.

   PRIDE Surveys Grades 4-6 and 6-12 website http://www.pridesurveys.com.

Further contact information for these surveys may be found in Appendix B.

When choosing which questions to include, there are certain core areas on which to focus:

1. Use of specific drugs in student's lifetime, use in the past 30 days and use in the past 12 months;
2. Attitudes/perceptions about using drugs; and
3. Attitudes/perceptions about student drug testing

In Appendix A, you will find examples of core questions from national surveys such as MTF (Monitoring the Future), SATURN (Student Athlete Testing Using Random Notification), and SSDA (Social Science Data Archives) developed by the Institute for Behavior & Health, Inc.

Analyzing and Reporting Results

Once survey results and other data are collected and analyzed your findings will help determine if your school has a significant illegal drug problem and if a student drug testing program should be implemented. Drug testing is a welcome enhancement to most schools current drug prevention programs.

If you decide that your school should implement a student drug testing program you will need to present a report to the pertinent decision-makers within your community. This may include but is not limited to: the school board, the superintendent, principal, and/or school director.

Presenting the Results of the Needs Assessment

If the assessment results suggest a need for a mandatory student drug testing program, the data should be presented to the decision-makers in your school community such as the school board, superintendent, principal and/or other administrators.

Use your research to present a compelling argument. Your report should have the following sections:

√	Items	Description
	Report	Use statistics from reports and surveys about student drug use
	Description	Describe what your school's current drug prevention program encompasses
	Benefits	List compelling reasons as to why your school should implement a student drug testing program
	Results	Show results from other student drug testing programs
	Timeline	Suggest a feasible timeline

√ Report

When reporting,

1. Educate others on the dangers of drug use and the effects it can have on your community.
2. Report results from local data.
3. Share survey results and compare it to state and/or national statistics that relate to your particular situation.
4. Tailor your presentation to the audience to which you are presenting.

The following data focus on trends of marijuana use in the state of Maryland.

Figure 4.4: TRENDS IN SUBSTANCE USE IN MARYLAND
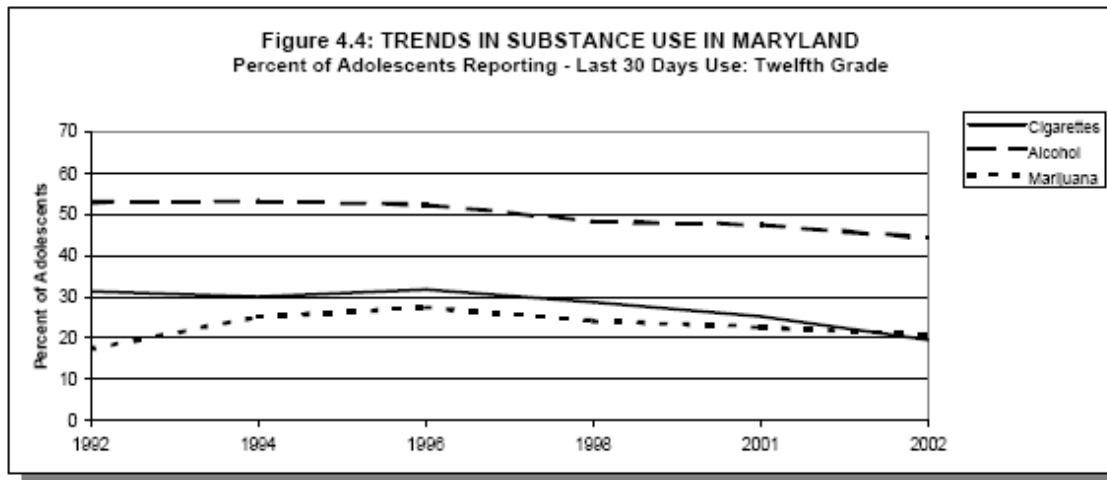Percent of Adolescents Reporting - Last 30 Days Use: Twelfth Grade

Figure 4.4 shows trend data across time for adolescents reporting use of marijuana in 12th grade. Students reported a slight decrease in their use of cigarettes, alcohol, and marijuana. Since 2001, marijuana usage decreased 1.7 percentage points compared to a higher decrease of 3.2 percentage points for alcohol use. There is a consistent correlation among all three data sources showing marijuana use among 12th graders as higher than for students in lower grades.

Table 3-1
Montgomery County Public Schools, Maryland (Statewide), and
National Substance Use in Past 30 Days

Substance	Montgomery County (%)				Maryland (%)				National (%)		
	Grade				Grade				Grade		
	8	10	12		8	10	12		8	10	12
Cigarettes	2.4	9.1	16.6		6.6	12.7	19.8		10.7	17.7	26.7
Alcohol	8.6	30.9	39.1		16.4	35.0	44.3		19.6	35.4	48.6
Marijuana	2.6	14.0	23.6		6.9	16.7	21.0		8.3	17.8	21.5
Heroin	0.2	1.3	1.4		0.7	1.1	1.4		0.5	0.5	0.5
Ecstasy	1.1	4.0	2.7		1.4	3.1	3.6		1.4	1.8	2.4

Source for Montgomery County and Maryland Statistics: 2002 *Maryland Adolescent Survey*.
Source for National Statistics: *Overview of Key Findings from Monitoring the Future Study*, 2002. Rockville, MD: National Institute on Drug Abuse. This study includes data only for Grades 8, 10, and 12.

Table 3-1 shows survey data compared from county level to state level to national level. You could use a similar format when presenting your findings to teachers or administrators.

√	Items	Description
	Report	Use statistics from reports and surveys about student drug use
	Description	Describe what your drug prevention program already encompasses

√ Description

Describe what your drug-free program already has in place and what it is lacking. For example:

What We Want	Do We Have It?
Student Assistance Professionals	Yes
Drug Free Education in Curriculum	Somewhat, needs improvement
Student Drug Testing Policy	No policy
Strong Support for a Drug-free School	Lukewarm support

Do:
1. Describe the atmosphere of the current school environment as learned through conversations, notes and research. For example, there may be reports of students hospitalized because of incidents involving illegal drugs or alcohol served at parties.
2. Share opinions and encouragement from others concerned about drug use. Students, parents or community members may have suggested additional or alternative activities within the community to combat youth drug use.

Don't:
1. Single out individuals when describing situations. The source is not as important as the message.
2. Blame or threaten others. If they do not agree that anything should be done to improve the school's current drug-free program, ask if they can suggest a reasonable alternative solution.

Schools do not need unanimous support for a program but it is desirable to hear and respond to everyone who expresses an opinion.

For more information about guidelines on presenting drug use information, visit these websites:

> PRIDE Survey National Summary – Narrative Report
> http://www.pridesurveys.com/main/supportfiles/us02ns.pdf
>
> Student Drug Testing Coalition – Student Drug Testing, An Overview and Resource Guide
> http://www.studentdrugtesting.org

Substance Abuse and Mental Health Services Administration – Too Smart to Start Implementation Guide
http://www.samhsa.gov/index.aspx (Use search function for "implementation guide")

Step 2: Presenting the Idea and Establishing Relationships

Presenting the Idea

The planning process for implementing a student drug testing (SDT) program follows the accepted procedures for gaining approval from the appropriate school authority, superintendent, school board, principal/school director, etc. Usually, you must receive such approval prior to presenting an idea to the school community. After receiving approval you are ready to share your findings and receive feedback.

Establishing Relationships

If your plan for a student drug testing program is approved, the next step is to disseminate knowledge about student drug testing to the community. Using your research data and presentation materials to educate community members about the benefits of SDT as well as the demonstrated need you have identified in your school community.

Share all of your results and findings from "Step 1: Identifying the Need" and encourage feedback from others so that all concerns are heard before a student drug testing policy is created. Meet with small groups and relevant individuals to share your views and listen to their views.

> *Ask* about their concerns and opinions
> *Ask* for their support

Do not expect everyone to be supportive of the idea. Be respectful of those who disagree, but respond to their concerns and suggest solutions to any problems they express. It is often helpful to include the local medical and legal organizations, and local media outlets in this community outreach process.

<u>Extend your network of contacts broadly and comprehensively.</u>

The following examples show how these relationships may help build support for your student drug testing program:

Contacts	Benefits
School Officials	Contacts within or outside your school county that have already implemented a student drug testing program can provide valuable insight and support for your program.
Community coalitions and local businesses	Provide resources such as incentives or monetary donations to your program.
Law enforcement officials	Add credibility in meetings and gatherings about the consequences for students with substance abuse problems.
Legal counsels	Provide legal support and answer any questions pertaining to confidentiality and privacy issues that may surface during meetings.
Students	With their unique everyday experiences, students can provide fresh perspectives that parents or administrators may not have considered when developing policies and procedures.

Schools that have conducted informational sessions find it much easier to target small groups rather than large ones. One approach to conducting meetings is to hold them with subjectively-defined groupings of parents. For example, the meeting may include only parents of students participating in a certain athletic sport or other extracurricular activity.

Most parents will know other parents with children that have similar interests and may feel more comfortable voicing their opinion in a familiar environment. During these meetings, participants should be encouraged to express their specific concerns about drug use in the community as well as their recommended solutions.

An alternative to having group meetings is to meet individually to discuss your results and assess if a person is willing to join a task force and provide support.

Selecting a Task Force

The purpose of a task force is to create a permanent support system for implementing the SDT program. The task force should be comprised of a variety of representatives from the school environment as well as the surrounding community. These representatives are called <u>key stakeholders</u> and you will likely already recognize them as leaders of a particular group or organization. They do not necessarily have to be the head of the organization but they should be in a position to disseminate information to interested parties and the general public.

The task force will be responsible for developing the policy and procedures of your school's student drug testing program. Some of these key stakeholders may include but are not limited to:

• Parents
• Students
• Athletic coaches
• Extracurricular activity teachers
• Board of Education members
• Superintendent
• School public relations staff
• Local health care agency employees
• Local businesspeople
• Law enforcement officials
• Legal counsel
• Community coalition leaders
• Student Assistance Professionals
• School medical personnel

Keep in mind that building these relationships will help you maintain a strong, successful program. If there are high-profile representatives in your community, such as faith leaders or athletic coaches, invite them to be part of the process. These individuals may be natural motivators for the community.

Representatives from a variety of backgrounds should be invited to join the task force. It is recommended to have only a few (1 to 2) representatives from each group so that the task force will not be too large. You may find it helpful to form subcommittees within large task forces.

> Student assistance professionals (SAPs) help students who are suffer from social or substance abuse problems. SAPs are often available to counsel students and provide drug education information. They meet with both parents and students, and may provide referrals to treatment facilities.

Preparing for Step 3

Once you have received approval and support for your school's student drug testing program, your task force turn its attention to the details of how the program will function. The task force will need to develop policies and procedures so that the implementation process will flow easily. For this to occur, your program must be designed to fit your school's culture, your existing drug-free programs and your community's environment.

Step 3: Writing Policies and Procedures

When writing a student drug testing policy it is essential to consider how it will be incorporated into a school's existing comprehensive drug prevention program. A random, mandatory, non-punitive drug testing programs for athletes and those in extra-curricular activities is recommended. A voluntary component can be added for all other students. The program should be non-punitive. A non-punitive program does not punish a student who tests positive for drug use, note the result on the student's academic record, or notify law enforcement authorities. A non-punitive program may include consequences such as suspension from a particular sport or activity for a given amount of time or until a student tests negative. It can include appropriate referral to counseling or treatment. It should not hinder a student's academic performance or academic school record.

Four sections are suggested to be included in a student drug testing policy

√	Section	Description
	Statement of Need	Explains the justification for the program's implementation.
	Introduction	Describes the purpose and scope of the proposed a student drug testing program.
	Discussion of Procedures	Describes all of the procedures, confidentiality measures, and consequences of the program.
	Rights and Responsibilities	Explains the mutual obligations of the school to parents and students and their corresponding responsibilities to the school.

√ Statement of Need

A statement of need justifies the policy's creation. Findings from the school's needs assessment can provide supporting information to substantiate this section. This section also reviews the impact of drug abuse on the health and safety of students, even when they do not use drugs themselves, and the school's commitment to its school community.

It also may include:

- providing students who are found to be using drugs with counseling and referral to treatment, if warranted,

- giving students a reason to refusing to use illegal drugs, and

- encouraging students in extra-curricular activities and athletics to set an appropriate example as role models for fellow students.1

√ Introduction

This section explains the purpose and intent of setting up a student drug testing program and includes a general overview of the scope of the proposed program, whether the program is proposed to be mandatory or voluntary or a combination of both and random or for-cause. It also indicates which students will be eligible for the program and the number, frequency and types of tests that will be conducted. A description of these elements can be found below:

Type of random testing program

Voluntary program
Permits students to choose to participate in the drug testing program or to "opt out" of the program. Lack of participation does not affect their inclusion in any activity

Mandatory program
Students who participate in specific activities or sports are included in the drug testing program. If they refuse, they are not permitted to participate in the activity.

A combination of mandatory and voluntary programs may also be used. For example, sports teams may have mandatory drug testing and the rest of the student body may volunteer to be part of the drug testing program.

> *For-Cause*
> A student is tested only if it is suspected that he/she is under the influence or is in possession of illegal drugs or drug paraphernalia. For-cause testing programs are rare.

> *Category of students tested*
> The school may decide to test one or more of the following categories:
> - athletic groups
> - students participating in extracurricular activities
> - student drivers
> - entire student body
> - students who volunteer for the program

FYI: The most common categories of students tested are those participating on athletic teams and in extracurricular organizations, as the US Supreme Court has reviewed challenges to testing for these groups of students. Often student drivers are included in the testing pool. Most student drug testing programs currently do not test the entire student body due to insufficient legal precedence for doing so in public schools. However, schools may add a voluntary component to their programs for students to opt-in to the program. Parents and students often will select this option for its value as a deterrent: it gives students a reason not to use drugs.

Number of Tests and Frequency of testing

The total number of tests a school conducts will depend on how often and how many students are tested throughout the academic year. Most schools currently use a testing frequency of about 10-20 percent of the eligible student body. This is determined by dividing the number of annual tests by the total number of students that are eligible to be tested.

Sample Calculation:

$$\frac{100 \text{ tests per year}}{1{,}000 \text{ eligible students}} = 0.10 \qquad \text{Or,} \qquad 10\% \text{ testing frequency}$$

Schools generally test once a week or once a month. Commonly, schools randomize testing days in order to maintain unpredictability of testing times. The policy may indicate that the school will randomly test, on average, once a week but does not have to be specific about the day of the week. If students do not know precisely when they will be tested the program's ability to serve as a deterrent to drug use is enhanced.

What Drugs to Test

The types of drugs for which a school will test will be determined partly by information gathered about drug use in the school, and partly from an assessment of what drugs are available in the local community. The most commonly tested group of drugs are the 5-panel drugs: amphetamines (a powerful stimulant), marijuana (a psychoactive depressant, known to hamper learning), cocaine (an extremely addictive, powerful stimulant), opiates (very strong pain relievers with sedative effects and high rates of addiction) and PCP (a hallucinogen, often associated with distorted body image and violent behavior). Other drugs such as alcohol, Ecstasy, nicotine, and steroids are tested for less frequently.

What Kind of Test?

The decision about the kind of test the school will use will depend on a number of factors including cost, drugs to be tested, on-site vs. off-site collection and determination of results, and the type of test itself: urine, saliva, hair or sweat. Urine, hair, and saliva are the most common options, with urine being the most prevalent for reasons of cost. One or a combination of these options may be selected and schools may decide to alternate between types of specimens collected. Some advantages and disadvantages of each test are listed below:

Specimen	Advantages	Disadvantages	Cost
Urine	Inexpensive Tests for alcohol, and nicotine as well as other drugs Many sources of tests	Cheating a potential problem Limited window of detection Test sometimes considered to be embarrassing or invasive Hazardous to ship	About $6-10
Hair	Longer window of detection (3 months) Does not deteriorate Can measure chronic users Collection is easy Difficult to cheat Detects alcohol/cocaine combination use	More expensive Test usually limited to basic 5-drug panel Cannot detect alcohol alone Will not detect recent drug use	About $30-45
Saliva	Inexpensive Sample obtained under direct supervision Difficult to cheat Not invasive Samples can be collected easily Can detect alcohol use Reflects recent drug use (24 hours)	Will not detect past drug use May under-report marijuana.use	About $6-10
Sweat Patch	Non-invasive Variable removal date (1-7 days) Tamper-proof Quick application and removal Longer window of detection	Limited number of labs available People with skin eruptions or cuts cannot wear patch Not recommended for schools Passive exposure to drugs may contaminate patch	Expensive

Confirmation of screened positive drug tests is conducted at a laboratory using GC/MS (discussed below) and cost approximately $40. This is not a significant budgetary item as very few positives are likely to be reported. Student drug testing is an effective deterrent to drug use among most students

Below are examples of what a urine sample cup looks like and what a hair test looks like: I wonder if we can find a photo of a saliva test kit and a sweat patch.

Cut-off levels (minimum concentration level of drugs in a sample) are built-in to standardize test results. These levels are different depending on the type of specimen collection, urine, hair, saliva or sweat patch.

√ Procedures

Discussion sections should cover the process for selection of students to be tested, process for testing depending on drug test type and school preference, how consent is obtained and confidentiality ensured including state and federal requirements, sample chain-of-custody measures and what to do when a test is positive, how to report it, how to impose sanctions, and procedures for parents and student who wish to contest a positive test

Random Selection process

Students participating in the student drug testing program are selected by their student identification or other assigned number, never by name. A list matching the student's number to the name is kept in a secure location accessible only to a limited number of designated school personnel. When the ID number is selected, the student's name is accesses and matched with the student's class schedule. The student will be asked to report for the test just in time to be tested. Advance notice should not be given.

The school district has determined that its students use alcohol and illegal drugs to an extent that threatens their continued education and the goals of the school. In response to this concern, a student drug testing program will be implemented. Its purpose will be:

1. To encourage each student in programs subject to testing to make a commitment against drug use;

2. To give each student an effective tool against drug use;

3. To ensure the health and safety of each student during practice and performance;

4. To offer assistance to students who are identified as having substance abuse problems, and

5. To deter drug use by all students.

- *Computer* – A computer algorithm selects student ID numbers

- *Manually* – ID numbers are selected by hand (similar to picking a raffle ticket winner)

- *Laboratory* – The laboratory provides the randomly selected ID numbers (not all labs provide this service).

General Testing Procedures

Student(s) are randomly chosen to be drug tested. They are escorted to a private place where the individual student drug test is conducted. Students should not be allowed to leave the escort at any time prior to the test administration. School or contract laboratory personnel oversee the testing. Procedures will differ depending on the type of testing that is being done.

Urine Tests

A secure bathroom is designated for urine tests. The tests do not need to be observed. A test cup is given to the student who returns the sample is to the test administrator. The chain-of-custody procedure, discussed below, begins with the student sealing the cup and signing the seal. The student then is free to depart from the testing site. Once all of the day's samples are collected, the designated administrator may either conduct the initial screening test or send the samples to the lab for screening. The screening test is a simple immunoassay test that determines if the sample is negative or positive. Negative tests are disposed of either at the school or at the lab. Positive tests are retained for GC/MS confirmation (see below). Under no circumstances should a student be informed at the time of the test of the test results. Depending on the school policy, notification of negative results may not be made or may be provided to a parent (Certain precautions should be taken to deter tampering with or diluting urine specimens. Schools should use one designated bathroom and take measures such as shutting off water faucets and adding blue dye to the toilets. Most urine cups are now designed to detect temperature changes and added substances.)

Hair Tests

Hairs are cut near the scalp. The amount of hair taken is about the thickness of a shoelace tip and 1" long. Each 1" represents one month of growth and the drug use during that period of time. If scalp hair length is insufficient, hair from other areas of the body can be used. The amount of hair taken is usually not visibly noticeable. The sample is sent to a laboratory for screening. Positives are confirmed by GC/MS.

Saliva Tests

The test kit includes a swab or piece of absorbent material which is placed in the donor's mouth for about one minute then removed and placed in a collection container. For on-site testing, the absorbent material is then squeezed mechanically and the liquid is forced into a chamber where it is exposed to specific drug-detection antibodies. If the sample is read as positive it is sent to the laboratory for confirmation.

Sweat Patch Testing

Sweat patch testing is seldom used in school settings, with one exception. It can be a useful way to monitor students who have tested positive previously and who have completed a drug treatment program, because it is worn for one-to-two weeks at a time. During that time it is collecting evidence of any drug use. Treatment programs normally continue to drug test as part of the after-care program, so this type of test is rarely used by schools. The patch is removed at the school and sent to a laboratory for analysis.

Laboratory testing and confirmation of positive tests

It is strongly recommended that schools contract with a SAMHSA, CLEA, FDA or state-agency approved laboratory. These laboratories must meet minimum requirements and are more likely to provide accurate, reliable testing results.

Laboratories will use different methods when analyzing samples. The cheapest method is to first use an immunoassay test as an initial screening test, and to confirm positive results with a gas chromatography/mass spectrometry test. If the screening test was conducted at the school and confirmation of a positive is requested, the screening test will be omitted at the laboratory.

Laboratory Test	Brief Description
Immunoassay	Used as a preliminary screening test. Changes color if specific drug is detected. Similar to a "litmus test." Least expensive. It tests for a class of drugs, (e.g. opiates) but cannot separate specific drugs within the class.
Gas Chromatography (GC)/Mass Spectrometry (MS) combination	Used as a confirmation test. Highly accurate. This is the equivalent to identifying the chemical fingerprint of the drug. Expensive.

What to do with a positive result

If the GC/MS test is reported as positive, it does not indicate that a student has used illegal drugs unless the test is confirmed by a certified medical review officer MRO). The results are submitted to the MRO to verify that the positive result is not due to appropriate prescription medicine use or some other confounding evidence such as recent anesthesia. A designated school administrator will be contacted by the MRO to discuss the information on file at the school regarding the student's use of prescription medicines. The parent may become involved at this point to assist with the clarification of the results. If it appears that a prescription or procedure has resulted in a positive, the MRO will confirm this with the prescribing doctor or hospital facility. The test then will be reported as a negative and the sample will be discarded. If the confirmation results in a positive, the sample is retained and the result is report as a verified positive to the designated school administrator for appropriate action.
(MROs are medical doctors certified by a governing body to perform such reviews. MRO review, coupled with careful chain-of-custody, ensures that reports of verified positive tests are legally valid.)

With a verified positive drug test result, the student, parent and/or school counselor may be notified. Such notification depends upon the procedures the school is using. All results should be kept confidential on a need-to-know basis. For example, if a student is on an athletic team, the coach may need to be notified because he or she may be responsible for overseeing specific consequences for the student.

Chain of Custody Procedures

Chain of custody means that documentation can be provided showing that the specimen was properly collected, transmitted and tested.

Generally, when a sample is collected, the student seals the sample, signs and turns it over to the collector who must sign to ensure confidentiality. The collector is entrusted with the samples and may conduct the initial screening test . If the result is negative, the sample is discarded. The result is logged by the collector

Samples to be screened or positives requiring confirmation are sent to the laboratory using a system that tracks it with location and signature at each stage. Samples that have been verified as positives by the MRO are retained by the laboratory in a secure location to be available in the case of any further legal action. If a test is negative, it is documented as such and discarded.

Management Procedures for Positive Tests

The manner in which positive tests are handled is very important. In order to protect the student, school, and parent, confidentiality matters must be taken seriously. It is important to make sure that all parties involved understandhow the testing will be done, and what to do when something does not go according to plan. School administrators

should anticipate problems that may occur and plan what to do if such things should happen. These procedures should be detailed in the policy and approved by the school board. There also should be a specific procedure to follow if a student and/or his/her parent/guardian believe that a drug test has been reported incorrectly as a confirmed positive.

The Office of National Drug Policy suggests that when a positive test result has been reviewed and confirmed for illegal drug use, the next step is to involve the parents. Parents need to know that anger, accusations, and harsh punishment could make the situation worse. Instead, it is important to treat the student with respectful compassion and work as a team to change his or her behavior. Many schools require students who test positive to enroll in a drug education course or activity. Some also offer Student Assistance Programs with trained counselors are linked to resources in the greater community. Schools should also conduct regular follow-up drug tests on students who have tested positive to make sure that they remain drug free.

Student Assistance Professionals (SAPs)

The role of student assistance professionals needs to be addressed in the policy. Their role is important to the overall comprehensive prevention program. SAPs can refer students for treatment and serve as a resource for students and parents in the event of a confirmed positive drug test. SAPs also can continually evaluate and monitor the student drug testing program to make sure that it operates properly. (To find out more about SAPs visit http://www.nasap.org.)

√ **Rights and Responsibilities**

Student rights and school responsibilities to students must be addressed. Schools will vary with regard to their responsibilities toward students' rights depending on whether they are private or public.

Private schools may have stricter policies regarding zero-tolerance because they are not regulated by the federal government. Public schools may have a graded, "step-wise" program with varying consequences for a student's additional positive tests. Confidentiality

Procedures for drug testing that protect confidentiality must be described explicitly. It is recommended that a lawyer review the confidentiality requirements section of the policy carefully to make sure that it is consistent with local, state and federal laws covering student confidentiality.

It is the school's obligation to protect students and obtain proper parental consent in accordance with all applicable laws. By establishing appropriate, informed consent and information management procedures before testing occurs, the school ensures the confidentiality of its students and of drug test results.

Public schools are responsible for maintaining compliance with Federal laws such as FERPA and PPRA.

Family Education Rights & Privacy Act (FERPA).

FERPA addresses the confidentiality of student records. It states that each local educational agency receiving Department of Education funds may not have a policy or practice of denying parents the right to:

- Inspect and review education records;

- Seek to amend education records; and

- Consent to the disclosure of personally identifiable information from education records except as specified by law.

Schools must annually notify parents and eligible students of their rights under the Family Education Rights & Privacy Act.

Protection of Pupil Rights Amendment (PPRA).

This amendment governs pupil rights in the realm of school surveys, analyses and/or evaluations. Schools must obtain written parental consent from participating minors when inquiring about one or more of the following areas:

- Political affiliations or beliefs of the student or parent/guardian;

- Mental or psychological history of the student or family;

- Student's sexual behavior or attitudes;

- Illegal, anti-social, self-incriminating, or demeaning behavior by the student;

- Critical appraisals of other individuals with whom a student has close family relationships;

- Student's legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;

- Religious practices, affiliation, or beliefs of the student or parent/guardian; and

- Student's family income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Federal Alcohol and Drug Confidentiality Regulations can be found at:
http://www.bme.state.or.us/confdarec.html
http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html (FERPA)
http://www.ed.gov/policy/gen/guid/fpco/ppra/index.html (PPRA)

Consent Forms

Schools will be responsible for developing and distributing consent forms to parents/guardians that permit their child to participate in the student drug testing program.

Public schools are required by federal law to obtain permission from parents/guardians and students to participate in a student drug testing program.

Because private schools are not funded by the federal government, they do not have the same legal requirements as public schools with respect to parental permission and confidentiality agreements. The policy developed by a private school will be governed by the school's, and its governing board's, overall policies and procedures.

Consent forms should include:

- statement of the purpose and type of the student drug testing program that will be implemented;

- consequences of a positive drug test;

- confidentiality measures that will be taken in order to protect all students; and

- an opt-out option for parents/guardians who do not wish to sign the consent form.

Schools report that they receive the highest rate of return of signed consent forms when the forms and program description are mailed to parents/guardians in the same packet as other materials that are sent out and required to be returned prior to the start of the school year. Consent forms that are sent out separately or carried home by the student to be delivered to the parents/guardians are less likely to have a high rate of return.
Signed consent forms should be kept in a locked facility with limited access. They are confidential. These forms should be destroyed upon a student's graduation or non-attendance at the school.
Legal Review

A legal review of policies and programs should be conducted prior to implementation. to make sure that they are consistent with federal, state and local legal requirements regarding student drug testing.

School Insurance Policy

It is recommended that the school's insurance policy be amended to cover any legal costs that may result from the student drug testing program.

Signatures Required for Policy Approval

When a policy is written, there is usually a common chain of signatures required before that policy is approved. The administrators and task force should decide on the correct actions needed for the implementation of new policies. The following is suggested as an appropriate procedure for approving and completing a new policy:

1. Task force approves and signs off;

2. Review by legal counsel to assess the policy's compliance with existing court rulings and state and federal laws;

3. School Board of Education reviews and approves;

4. Superintendent reviews and approves; and

This procedure is also recommended for future amendments or changes to the student drug testing (SDT) policy.

Preparing for Step 4

After creating policies and procedures for a student drug testing program and obtaining the necessary approvals, a school is ready to implement the drug testing program.

Step 4 describes implementation and evaluation of the program.

Additional information to consider when writing a SDT policy can be found at the following web sites:

Student Drug Testing Coalition:
http://www.studentdrugtesting.org/create_a_policy.htm

Guidelines Concerning Student Drug Testing in Virginia Public Schools:
http://www.penk12.va.us/VDOE/PC/DrugTestingGuidelines.pdf

Guidelines Concerning Student Drug Testing in Virginia Public Schools. 2004. Virginia Department of Education. Accessed September 10, 2004.
http://www.pen.k12.va.us/VDOE/PC/DrugTestingGuidelines.pdf.

For informatin about hair tests and how they are implemented, visit Psychemedics Corp's commonly asked questions http://www.drugtestwithhair.com.

Specific information about cut-off levels and procedures can be found in the Substance Abuse & Mental Health Services Administration's Mandatory Guidelines for Drug Testing http://workplace.samhsa.gov/DrugTesting/SpecimenCollection/guidelines94.pdf.

For more information about drug testing http://workplace.samhsa.gov/M_Level2.asp?Level1_ID=1.

Certified HHS Laboratories by state http://workplace.samhsa.gov/ResourceCenter/lablist.htm.

For more information about testing procedures, visit ONDCP's website for its two publications, What You Need to Know About Drug Testing in Schools and What You Need to Know About Starting a Student Drug-Testing Program, http://www.whitehousedrugpolicy.gov/publications/student_drug_testing.

Step 4: Implementing and Evaluating a Student Drug Testing Program

Preparing the School Community

It is important to make sure that the school community is aware of the upcoming SDT program prior to its implementation.

Announcement of the SDT program

Distribute information about the SDT program soon after the task force's policies and procedures are approved and create as many opportunities as possible for parents, guardians, educators, and community leaders to become aware of, and educated about, the program.

Meetings should be held with parents, coaches, extracurricular activity teachers, administrative staff, and others involved in the student drug testing process so that questions and concerns can be raised and answered.

For example, all parents with children on the basketball team could be convened as a group. The objective is to provide a comfortable small affinity group of parents and school administrators to discuss any concerns about student drug testing of particular relevance to that group of parents.

Near the start date, it may be helpful to distribute packets containing a copy of the SDT policy, consent forms and fact sheets about student drug testing so that all interested parties will be familiar with the rationale for the testing. Some schools include this information in the packets that are distributed to parents prior to the beginning of the school year.

Reminder to Administrative Staff

Consent forms will need to be signed and returned *prior* to the starting date for the testing.

Evaluating the Program

After the SDT program has been implemented, its evaluation allows administrators and budget analysts to determine if the program needs to be changed It is important to remember that the primary impact of a SDT program is as a deterrent to drug use by students. In addition to quantifying testing results and cost, the initial needs assessment surveys should be compared with post-program implementation.

When evaluating a program, it is helpful to keep in mind the following measures:

- *Cost* – Cost of the tests, of administering the tests, and of managing the program
- *Time* – How much time the staff devotes to the program

- *Record* – What records and files must be kept. For instance:
    - How many drug tests are performed each year?
    - How many students are tested?
    - How many positive drug tests occurred?
    - Were there any cases of false positives?
    - What were the outcomes of positive tests?
    - What drugs were prevalent?
    - How many students who tested positive succeeded in becoming and staying drug-free?

- *Feedback* – Does the school faculty and administration perceive a change in the behavior and academic success of the student body? Do families consider the SDT program to be helpful? Do the students themselves feel that the program has made a positive change in the school? It is a good idea to survey faculty, students and parents about the program to measure the impact that it has made. The needs assessment process survey may also be used again as a mechanism for measuring self-reported changes in drug use as well as attitudinal changes of the students. Most schools report only a few positive drug tests in any given year. When reporting these data, care should be taken to omit any identifying information in order to preserve the confidentiality of the student or students involved.

These assessments should be performed annually: A report should be generated highlighting the results of the last year and a comparison made to past years, and include suggestions for improvements. If the reporting process becomes burdensome, it may be possible to enlist support from a local university.

Make the annual report public as a means to educate and keep the community aware of the ongoing student drug testing program, and share the findings with all key stakeholders in the community

Completing the Toolkit

By the time you have completed these steps you will have implemented a successful student drug testing program. Please visit our online resources for further information regarding student drug testing. If you have any questions, contact us via Email and visit our Student Drug Testing website at:
http://www.preventionnotpunishment.org.