

**CURRICULUM**

**HEALTH**

**GRADE 5**

Approved by the Instructional Council  
6/10/08

Revisions approved by Instructional Council  
6/3/2014

## STUDENT LEARNING OBJECTIVES

### Health

### Grade 5

As a result of health education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 1) Comprehend concepts related to health promotion and disease</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i> M1.1 Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death</p>	<p><i>Students will be able to:</i> a. Identify local health related issues such as Lyme disease, triple E and West Nile and discuss ways to prevent them (school nurse)</p>
<p>M1.2 Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence</p>	<p>a. Discuss the connection between emotional, social, mental and/or physical health and how it impacts overall wellness</p>
<p>M1.3 Explain how health is influenced by the growth and interaction of body systems</p>	<p>a. Discuss growth and development changes through the life span</p>
<p>M1.4 Examine how health is influenced by the growth and interaction of body systems</p>	<p>a. Describe the roles of the endocrine and reproductive systems and how they impact health</p>
<p>M1.10 Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education</p>	<p>a. View and discuss in gender specific groups a video on female and male physical and emotional changes during puberty</p>

## STUDENT LEARNING OBJECTIVES

### Health

### Grade 5

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)

Demonstrate the ability to access valid health information and health-promoting products and services

LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  M2.1 Analyze the validity of health information and the cost of products and services	<i>Students will be able to:</i>  a. Demonstrate an understanding of how their personal hygiene affects their individual well being

## STUDENT LEARNING OBJECTIVES

### Health

### Grade 5

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Demonstrate the ability to practice health-enhancing behaviors to reduce health risks	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M3.1 Explain the importance of assuming responsibility for personal health behaviors</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>a. Define the responsibilities for personal health related to such choices as hygiene, nutrition, exercise and drug use</li> <li>b. Understand that the Ledyard Board of Education has documented policies and procedures for maintaining drug free schools</li> <li>c. Demonstrate knowledge of the official consequences for drug abuse violations stated in the Ledyard Public Schools Student Handbook</li> <li>d. Increase awareness of the availability of drug counseling and rehabilitation programs in the community</li> </ol> <p style="text-align: center;">*Refer to Appendix A for corresponding lessons</p>
<p>M3.5 Examine and apply safety techniques to avoid and reduce injury and prevent disease</p>	<ol style="list-style-type: none"> <li>a. Identify and apply classroom, hallway and playground safety techniques</li> <li>b. Identify ways to prevent the spread of disease such as hand washing, watching and applying principles from “Sneeze in Your Sleeve” video, tissue use and using antibacterial products</li> </ol>

## STUDENT LEARNING OBJECTIVES

### Health

### Grade 5

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Demonstrate the ability to use interpersonal communication skills to enhance health	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
M5.1 Apply effective verbal and nonverbal communication skills as a means of enhancing health	a. Role play responses to verbal and nonverbal social cues (Responsive Classroom)
M5.3 Identify ways in which emotions may affect communication, behavior and relationships	a. Role play ways in which emotions have the potential of affecting communication and relationships (Responsive Classroom)
M5.4 Compare and contrast healthy ways to express needs, wants and feelings	a. Be an active member of a Responsive Classroom
M5.5 Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias abuse, discrimination or harassment based on, but not limited to race, color, sex, religion, national origin, sexual orientation, ancestry, martial status, mental disorder and learning, intellectual and/or physical disability	a. Create and follow classroom rules that reflect a caring, respectful and considerate classroom environment (Responsive Classroom)

## STUDENT LEARNING OBJECTIVES

### Health

### Grade 5

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)

Demonstrate the ability to advocate for personal, family and community health

LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  M8.6 Promote positive ways to show care and consideration for others	<i>Students will be able to:</i>  a. Demonstrate empathy toward peers when sharing during morning meeting

**D.A.R.E.**

**(Drug Abuse Resistance Education)**

All 5<sup>th</sup> grade students participate in the DARE program.

## DARE OVERVIEW

Listed below are the DARE lessons for this year

- 1) First meeting with students. Intro to LPS DARE Officer, Parent Letter.
- 2) Lesson One. Workbooks & nametags handed out. Purposes and overview of the DARE program.
- 3) Lesson Two. Tobacco & You.
- 4) Lesson Three. Smoke Screen. The role of advertising in promoting teen tobacco use. The harmful effects of Marijuana.
- 5) Lesson Four. Alcohol & You.
- 6) Lesson Five. The Real Truth.-The Harmful Effects of Inhalants. Discussion of alcohol ads. Finding to using drugs.
- 7) Lesson Six - Friendship Foundations. Building & maintaining Healthy relationships.
- 8) Lesson Seven. Puffing it together! Students will Demonstrate skills to avoid & resist pressure to use drugs, Practice staying in charge.
13. Lesson 7A, Bullying. What is Bullying? Ways to safe report Bullying- Mechanisms to use to help someone being bullied.
14. Lesson Eight. Personal Action. Identifying internal pressures that influences our choices. \*\* Essays Assigned\*\*
15. Lesson Nine. Practice. Students will compete in the “No Because. ....I’d Rather....” game, using their fact sheets to respond to different peer pressure situations. Essays Duel
16. \*\*Last meeting. Discuss graduation. Letters home announcing grad. Read essays, essay readers chosen for graduation.



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## **Elementary Curriculum Design**

The purpose of this document is to set out in broad terms the central purposes, content, activities, and key materials of the new 5 Grade D.A.R.E. Curriculum. It is also intended to enable the D.A.R.E. officer-instructors to understand:

1. Which ideas, values, and skills are most important for these 5 graders to learn,
  2. The assumptions and principles about how they best learn this content,
  3. The assumptions and principles about teaching practices that are most likely to foster the learning desired, and
  4. The reasons for using “D.A.R.E. Decision-Making Model” as the overarching organizer of the entire curriculum and how all of the content, objectives, and activities are “glued” together by this organizer.
  5. This curriculum spirals and links to the Middle School Curriculum, “Taking Charge of Your Life.”
- The officers are intended to envision how the key ideas, skills, and learning activities connect over the lessons to form a continuous flow of learning.

### **Key Assumptions and Principles**

1. Successful prevention programs include a focus on the following content:
  - The health, social, and legal risks and short-term consequences involved in using tobacco, alcohol, marijuana, inhalants, and other illegal drugs.
  - Students’ normative beliefs about the extent of substance use by peers are often distorted but can be examined, reflected upon, and changed through understanding the actual extent of use by peers.
  - Communication, assertiveness, refusal strategies, and other resistance skills are central to being able to cope with the desire and pressures to use substances.
  - Successful drug prevention strategies require:
    - o involvement of parents and community leaders
    - o multi-year interventions,
    - o activities that students view as realistic and engaging,
    - o sufficient time to support extensive practice and in-depth classroom discussions.
2. Elementary students’ perspectives and ways of learning:
  - 5 graders want to assume more responsibility for personal Decision-Making with constructive feedback from significant adults.
  - They want to talk about and examine realistic, problematic situations.
  - Students are early adolescents who want to be treated with respect.
  - The materials and lessons need to be developmentally appropriate.
  - They want safe and supportive relationships with adults.
  - Because they have diverse personal, social, and cultural backgrounds, they learn in diverse ways. Accordingly, learning activities need to provide multiple access points and learning opportunities.
  - 5 grade students can develop communication, social, assertiveness, and prob skills that will enable them to resist pressures to use substances or engage in bullying activities.
3. Theories/Research on child development show that 5 grade students:
  - Want to feel that they belong and are respected by their peers
  - are able to understand the perspectives of others (less egocentric)
  - are capable of integrating several variables in causal relationships
  - are able to understand and use the rules of logic
  - are enthusiastic, curious, and have a desire to explore
  - are beginning to accept responsibility for behavior
  - learn to cooperate in and enjoy group Decision-Making
  - like to talk and express ideas

- are oriented to and seek reinforcement from both peers and significant adults

4. Theories/Research on active learning and teaching strategies which support such learning show that:

- Students' life experiences and cultural context form their core beliefs and how they view their worlds and make sense of them.
- New information and skills must connect with the beliefs, feelings, and ideas students have in order to be integrated into a person's cognition.
- Hands-on and minds-on experiences foster the development of new and expanded understandings and beliefs.
- In-depth deliberations with peers and significant adults foster the examination, reflection on, and cognitive integration of ideas and beliefs.
- Females, minorities, special students must have access to the activities and content in ways that assure all are respected and included.
- Social and cultural diversity must be respected and supported.
- Open-mindedness and critical examination of ideas/beliefs are to be valued.

#### Curriculum Design Criteria

Based on the research and theories summarized above, a set of criteria was formed which guided the development and organization of the key aspects of this educational program. While the curriculum design is intended to be essentially the same across the nation, the specific problems, materials, and strategies must be appropriate for the culture, social context of each school. This means that Officers may, on a few occasions, need to select alternative materials, activities, and teaching strategies that they believe are more appropriate for their students while staying consistent with the purposes and criteria of the design. As will become more evident, extended (5 or more minutes) use of a lecture-based approach is NOT consistent with this curriculum.

A central and distinguishing feature of this curriculum design is the overarching organizer which is: "D.A.R.E. Decision-Making Model" The information, principles, and skills and the activities within the lessons are all designed to build students' capacities to solve difficult personal and social problems related to substance use and abuse and to make and act on decisions that are informed and in their best interest. We attempt to provide students access to these capacities in ways that are appealing, use effective instructional strategies, and are realistic in the eyes of students. The intent is to have students engage in realistic situations, seek and use the best information available, discuss in-depth with others alternative takes on the situations and alternative but responsible actions they could take. In addition to extensive discussion, there are ample opportunities to "try on" ways to deal with pressures from friends and internal feelings of wanting to be accepted as a cool person.

Consistent with the objectives of this design, the principles and assumptions derived from the research, the following criteria were developed to guide lesson development and teaching in ways that also enable students to develop understandings and skills for "D.A.R.E. Decision-Making Model."

- Research-based information on tobacco, alcohol, marijuana, and inhalants is to be gained via inquiry into the most recent research while the groups/class is problem solving.
- Problems driven the dominant organizer of content and student activities is a problematic situation, typically one in which pressure is being exerted to use drugs.
- Authentic problems, dilemmas, and issues faced by many teens as they are pressured to experiment with or use tobacco, alcohol, illegal drugs, or inhalants are to be representative of actual problems faced by most middle grade students.
- Interactive students are actively engaged in problem-solving, in-depth discussions, critical thinking, and role-playing with others.

- Spiral Structure the concepts and skills are to be revisited throughout the 9+ lessons such that the skills are introduced, revisited, and practiced in more and more complex problematic situations.
- Active Learning activities are to reflect the extensive use of student to student engagements (cooperative teaming groups, in-depth whole class discussions, role playing, etc.) through instructor guided in-depth discussions, rote-playing the skills and concepts, and small group problem-solving/Decision-Making,
- Teacher-as-partner because there is such a larger portion of nearly every lesson that engages students in active learning through small groups, the direct involvement of the classroom teacher is an essential aspect of the lessons.

#### Goals and Objectives

The overarching goal of the entire DARE. program is to significantly reduce/eliminate the use of alcohol, tobacco, and other drugs and the use of violent behavior by young people. The 5 Grade D.A.R.E. program is the first in a series of three components (the remaining two curricula are at the 7 and 8th grade levels with the 7 grade program being integrally related to the 5 grade program. The 8th grade program is a booster program. The primary objectives of the 5 and 7 grade programs are directed toward developing the capacities needed to enable students to take charge of their lives with particular emphasis on substance use and abuse. Those objectives include the following:

1. Students will understand the physical, emotional, social, and legal risks and effects of alcohol, tobacco, cannabis/marijuana, and inhalants on their developing brains and bodies.
2. Students will compare and contrast the normative beliefs of peers in their classroom with the national data about teen use of ATOD and where dissonance emerges, revise their understandings/beliefs about how many peers do not use ATOD.
3. Students will expand their knowledge about a variety of positive things to do in their school and community (pro-social behavior) that do not involve the use of ATOD and will choose to engage in those activities rather than use ATOD.
4. Students will understand what refusal strategies, sound communication skills, and assertiveness and resistance skills are and will be able to apply them in developmentally appropriate ways in a variety of life-like situations.



**HEALTH EDUCATION STANDARD 5:**  
**Students will demonstrate the ability to use interpersonal communication skills to enhance health.**  
**Rationale (the rationale may be replaced if needed)**  
**PERFORMANCE INDICATORS:**

**D.A.R.E. LESSONS**

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
1. Demonstrate effective verbal and non-verbal communication skills to enhance health.						*	*	*	*	
2. Describe how the behavior of family and peers affects interpersonal communication.						*	*	*	*	
3. Demonstrate healthy ways to express needs, wants and feelings.										
4. Demonstrate ways to communicate care, consideration, and respect of self and others.							*	*	*	
5. Demonstrate communication skills to build and maintain healthy relationships.	*					*	*		*	
6. Demonstrate refusal and negotiation skills to enhance health.	*			*		*	*	*	*	
7. Analyze the possible causes of conflict among youth in schools and communities.						*	*		*	
8. Demonstrate strategies to manage conflict in healthy ways.							*	*	*	

**HEALTH EDUCATION STANDARD 6:**  
**Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**  
**Rationale (the rationale may be replaced if needed)**  
**PERFORMANCE INDICATORS:**

**D.A.R.E. LESSONS**

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
1. Demonstrate the ability to apply a Decision-Making process to health issues and problems individually and collaboratively.	*		*	*		*	*	*	*	
2. Analyze how health-related decisions are influenced by individuals, family, and community values.										
3. Predict how decisions regarding health behaviors have consequences for self and others.	*	*	*	*		*	*	*	*	
4. Apply strategies and skills needed to attain personal health goals.						*		*		
5. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.										
6. Develop a plan that addresses personal strengths, needs, and health risks.										

**HEALTH EDUCATION STANDARD 7:**  
**Students will demonstrate the ability to advocate for personal, family and community health.**  
**Rationale (the rationale may be replaced if needed)**  
**PERFORMANCE INDICATORS:**

**D.A.R.E. LESSONS**

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
1. Analyze various communication methods to accurately express health information and ideas.		*	*	*	*					
2. Express information and opinions about health issues.				*	*		*		*	
3. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.										
4. Demonstrate the ability to influence and support others in making positive health choices.						*	*	*		
5. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.										

**Grade 5 Health Curriculum**  
**Informative/Opinion Drug Pamphlet**

District Goal #3: As a result of health education, students independently and collaboratively will be able to demonstrate the ability to practice health-enhancing behaviors to reduce health risks.

Learning Objectives:

*Students will know how to explain the importance of assuming responsibility for personal health behaviors.*

*Students will be able to define the responsibilities for personal health related to such choices as hygiene, nutrition, exercise and drug use.*

*Students will be able to understand that the Ledyard Board of Education has documented policies and procedures for maintaining drug free schools.*

*Students will be able to demonstrate knowledge of the official consequences for drug abuse violations stated in the Ledyard Public Schools Student Handbook.*

*Students will be able to increase awareness of the availability of drug counseling and rehabilitation programs in the community*

Materials Necessary for Entire Project:

Examples of Real Pamphlets

Computer with Internet Access

Ledyard Public Schools Policies, Regulations, Statutes Handbook

Kids Health Articles: "Dealing with Addiction"

*"My friend thinks I have a drinking and drug problem. What should I do?"*

Microsoft Publisher

Note Taking Organizers (see attached)

Class time: Approximately four 45-60 minute class periods.

Overall Activity:

Students will conduct research, hold class discussions and determine important ideas from their reading in order to create informative and opinion pamphlets about specific drugs and the dangers and consequences of taking them. Students will also learn about, record and present information about tips and options for getting help with a possible addiction. Their target audience will be their peers, friends and family members.



Please be aware that there are embedded E.L.A. objectives and prerequisite skills in this lesson when considering the timing of your implementation.

## Informative/Persuasive Drug Pamphlet - Day 1: Drugs and their Dangers

### Objectives:

- Students will research the health and safety related dangers of drug abuse.
- Students will take notes from their research.
- Students will compose short informative paragraphs from their notes to demonstrate their knowledge of a specific drug and its health and safety risks.

### Materials:

Examples of Real Pamphlets

Model of Expected Finished Product

Computer with Internet Access

Day 1: Note Taking Graphic Organizer (see attached)

Class Time: Approximately 45 minutes

### Discussion Questions:

Introduce overall project and present examples of pamphlets from doctor's offices, school offices, etc. Discuss purpose and common elements in each different pamphlet.

Explain that students will be creating opinion pamphlets for an audience of peers, friends and family to help them to understand the dangers and consequences of using drugs. Show a model pamphlet to clarify expectations. Ask why they think a pamphlet like this could be useful for this audience.

What is a drug?

What can different drugs do to the human body?

What are the health and safety related dangers of different drugs that you already know about?

### Activity:

Students will choose a specific drug or group of drugs to research. i.e: Alcohol, Tobacco, Cannabis/Marijuana, Prescription Drugs, Inhalants, Performance Enhancing Drugs, etc.

Students will conduct Internet research and find articles that will answer the following questions. ([www.kidshealth.org](http://www.kidshealth.org) is an excellent website to support this

research) Students will take notes from their research to answer the following questions.

What is the drug? How and why do people use it?

What are the effects of the drug on the body? What are the major safety related dangers of abusing it?

What are the warning signs of abuse and addiction?

Suggested Assignment Option:

Students will complete the lesson by drafting a combination of short paragraphs and bulleted text in order to convey this information to their audience in an informative/opinion manner.

## Informative/Persuasive Drug Pamphlet - Day 2: Consequences In School

### Objectives:

- Students will become aware of the official penalties for drug abuse violations in Ledyard Public Schools.
- Students will communicate these consequences to their peers in understandable language.
- Students will demonstrate an understanding of Ledyard's penalties by choosing and completing an assignment option.

### Materials:

Ledyard Public Schools Policies, Regulations, Statutes Handbook

Hard copies of specific sections of the "Illegal Activities" and "Disciplinary Actions" portions of the handbook found in Students Policy #5131.6

Day 2/3: Note Taking Graphic Organizer (see attached)

Class Time: Approximately 1 hour

### Discussion Questions:

What are consequences?

What are the known possible consequences of drug abuse?

Activity: Teacher projects Ledyard Policies, Regulations, Statutes Handbook to help students to realize that there are school consequences too.

Students discuss what this document is and what it means to them and their families.

Students will be formed into small groups and each small group will be given a paper copy of a segment of the handbook related to Students Policy #5131.6 (b) In small groups they will discuss the language and vocabulary presented in the document, re-write the consequences in "kid-friendly language," and present it to the class.

Audience will listen to each short presentation and take notes on the possible consequences and official penalties of drug abuse violations in Ledyard Public Schools.

### Closing discussion:

What would the other possible consequences be if a student was found guilty of using alcohol, drugs, or tobacco at school or on school grounds? i.e. Reputation among peers and their parents, Negative media attention (even if your name is not made public), Missing classtime and falling behind on assignments, etc.

### Suggested Assignment Options:

Students will complete a related assignment to demonstrate their knowledge and understanding. Possible options could be to draft a short informative/opinion paragraph about the negative consequences of using their specific drug at school or on school grounds. Other possible options could be to create and illustrate a comic strip or narrative story that is either informative or opinion in nature. Further imaginative options should be encouraged as long as the student carefully considers the audience and purpose, and includes specific consequences from the class activity.

## Informative/Persuasive Drug Pamphlet - Day 3: Getting Help

### Objectives:

- Students will become aware of the warning signs of drug abuse and addiction.
- Students will become aware of the steps for getting help with drug abuse and/or addiction, as well as the availability of drug counseling and rehabilitation programs in the community.
- Students will demonstrate their knowledge by selecting the "most important" steps for getting help and including them in an informative section of their pamphlet.

### Materials:

Class set of articles from [www.kidshealth.org](http://www.kidshealth.org) : "Dealing with Addiction"

*"My friend thinks I have a drinking and drug problem. What should I do?"*

Day 2/3: Note Taking Graphic Organizer (see attached)

*Computer and Internet access as necessary*

*Class Time: Approximately 45 minutes*

### *Discussion Questions:*

*What were some of the warning signs of drug abuse and addiction that you learned about in our previous lessons?*

*What would you do if you or someone else you know was showing some of those warning signs?*

### *Activity:*

*Students read given articles in pairs and decide on at least five of the most important steps for getting help and recovering from addiction to the specific drug that they are studying. Students must take notes and include names and contact information for specific support and recovery programs to be included in their pamphlet.*

## Informative/Persuasive Drug Pamphlet - Day 4: Creating the Pamphlet

### Objectives:

- *Students will demonstrate an awareness of the dangers and consequences of drug abuse by creating an informative/ opinion drug pamphlet for their peers, friends and family.*
- *Students will improve their technological skills by incorporating their drafted assignments into a published pamphlet on Microsoft Publisher.*

### Materials:

*Computer and Internet Access*

*Microsoft Publisher*

### Activity:

*Students will compose a opinion pamphlet about the specific drug they are studying, the possible consequences of using this drug, and the steps and possible actions necessary to get clean.*

*Appropriate images can also be used as a opinion element to support his/her argument, but images should be accessed with caution due to the subject matter.*

### Extensions:

*Students may celebrate the completion of this project by presenting their finished pamphlets to their classmates or by planning a gallery walk to share information with peers.*





Days 2/3: Note Taking Graphic Organizer

Notes on the possible consequences and official penalties of drug abuse in Ledyard Public Schools:

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Notes, steps and important information for getting help with an addiction.

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**Students****ALCOHOL, DRUGS AND TOBACCO USAGE**

Pursuant to the goal of the Ledyard Board of Education to maintain drug, tobacco and alcohol-free schools, the school administration shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These banned substances shall include, but not be limited to, alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

**Definitions**

**Drugs** are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

**Controlled substances**, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

**Under the influence**, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

**Privacy Rights**

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

**Illegal Activities**

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises, on school transportation vehicles, or at any school-sponsored activity.

If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified, his/her parent(s)/guardian(s) will be contacted, the student will be suspended from school, referred to a Student Support Team, and considered for expulsion.

In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy 5114, *Suspension, Expulsion and Due Process*.

### **Notification of Policy**

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

Building Principals shall include statements, appropriate to student maturity, in school handbooks and on District/school websites to the effect that:

- The unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol or tobacco is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
- Compliance with the standards of conduct stated in the handbook is mandatory;
- A violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution;
- CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy and accompanying administrative regulations; and
- CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

### **Disciplinary Action**

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team.

Student athletes who violate this policy and are participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation.

The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products the employee shall refer the matter to the building Principal or her/his designee. If the building Principal or her/his designee discovers the student to be in possession or under the influence of controlled substances, she/he shall notify the student's parent(s)/guardian(s), recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.

2. If an employee obtains physical evidence of a controlled substance, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the building Principal or her/his designee. If the building Principal or her/his designee discovers the student to be in possession or under the influence of controlled substances, she/he shall notify the student's parent(s)/guardian(s), recommend a specified assessment as appropriate, notify law enforcement personnel as appropriate, and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.

### **Drug-Free Awareness Program**

The Superintendent shall assure that the school District provides a drug-free awareness program for students that includes the following topics:

- Health and safety-related dangers of drug abuse;
- Review of the Board of Education's policy of maintaining drug-free schools;
- Notification of the availability of drug counseling and rehabilitation programs; and
- Official penalties for drug abuse violations in Ledyard Public Schools.

### **Drugs and Alcohol**

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation.

The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others.

Any student in District schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in Board policy, administrative regulations and student handbooks.

A breath alcohol tester is approved for use at events/activities such as dances and proms at the middle school and high school levels where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.
- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.

## **Inhalant Abuse**

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide – Laughing Gas, Whippets, CO2 Cartridge  
Amyl Nitrite – “Locker Room,” “Rush,” “Poppers,” “Snappers”  
Butyl Nitrite – “Bullet,” “Climax”  
Chlorohydrocarbons – Aerosol Paint Cans, Cleaning Fluids  
Hydrocarbons – Aerosol Propellants, Gasoline, Glue, Butane

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Any student in Ledyard Public Schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy and related administrative regulations, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program.

The Board of Education shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational material and related information will be offered to parents/guardians in a manner convenient for their review and understanding.

## **Performance-Enhancing Drugs (including food supplements)**

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Ledyard Board of Education prohibits the use, possession, distribution or sale of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician.

Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, Board policy and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy on performance-enhancing drugs will be subject to disciplinary action as delineated in Board policy, administrative regulations and student handbooks.

## **Tobacco Use by Students**

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia by students in any school building, on school grounds, in a school transportation vehicle, or at any time when the student is subject to the supervision of designated school personnel (such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program). An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

For the purpose of this policy, "use of tobacco" shall mean all uses of tobacco, including but not limited to, cigarettes, cigars, snuff, blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine including electronic cigarettes, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products.

The Superintendent shall develop administrative procedures to support students who are following a medically-supervised program to stop smoking or break a nicotine dependency.

Students who violate this policy on tobacco use will be subject to disciplinary action as delineated in Board policy, administrative regulations and student handbooks.

## **Medical Marijuana**

The conditions in this section are applicable to a student in Ledyard Public Schools who is eighteen (18) years of age or older and who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in Public Act 12-55, "*An Act Concerning the Palliative Use of Marijuana.*"

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending Ledyard Public Schools.

A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;
- Possess or engage in the medical use of marijuana on a school transportation vehicle, in a school building, on school grounds, or at any school-sponsored activity;
- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment;
- Use marijuana in any manner not authorized by Public Act 12-55; or
- Offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative of the school.

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed.

A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

### Legal References:

Connecticut General Statutes:

- 10-19. Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
- 10-154a. Professional communications between teacher or nurse and student. Surrender of physical evidence obtained from students.
- 10-221. Boards of education to prescribe rules, policies and procedures.
- 19a-342. Smoking prohibited. Exceptions. Signs required. Penalties.
- 21a-240. Definitions. (Chapter 420b – Dependency-Producing Drugs)
- 21a-243. Regulations. Schedules of controlled substances.
- 21a-267. Penalty for use, possession or delivery of drug paraphernalia. Immunity.
- 21a-277. Penalty for illegal manufacture, distribution, sale, prescription, dispensing.
- 21a-278. Penalty for illegal manufacture, distribution, sale, prescription or administration by non-drug dependent person.
- 21a-278a. Penalty for illegal manufacture, distribution, sale, prescription or administration.
- 21a-279. Penalty for illegal possession. Alternative sentences. Immunity.
- 21a-279a. Penalty for illegal possession of small amount of cannabis-type substance.
- 53-198. Smoking in motor buses, railroad cars and school buses.
- 53-344. Sale or delivery of tobacco to minors. Purchase or misrepresentation of age to purchase tobacco or possession of tobacco in public place by persons under eighteen. Transaction scans. Affirmative defense.
- 53-345a. Nitrous oxide containers; sale to or purchase by minors prohibited. Proof of age.
- Public Act 11-73“ – *An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.*”
- Public Act 12-55 – *“An Act Concerning the Palliative Use of Marijuana.”*
- Public Law 107-110, The *“No Child Left Behind Act of 2001,”* Section 4303, *“Nonsmoking Policy for Children’s Services”*
- Title 20, United States Code:  
Sections 4001-4206, *“Safe and Drug-Free Schools and Communities Act”*  
Sections 7181-7184, *“The Pro-Children Act of 2001”*
- Title 21, United States Code:  
Sections 801-889, *“Controlled Substances Act”*
- Title 21, Code of Federal Regulations, Part 1308 – Schedules of Controlled Substances (as amended by the *“Synthetic Drug Abuse Prevention Act of 2012”*)
- New Jersey v. T.L.O,* 469 U.S. 325 (1985)
- Veronia School District 47J v. Acton,* 515 U.S. 646. (1995)
- Board of Education of Independent School District No 92 of Pottawatomie County v. Earls* 01-332 U.S. (2002).

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LEDYARD PUBLIC SCHOOLS  
Ledyard, Connecticut

## Appendix B – Drug Counseling and Rehabilitation Programs

The Superintendent shall assure that the school District provides a drug-free awareness program for students that includes:

- Notification of the availability of drug counseling and rehabilitation programs (LPS BOE Policy 5131.6 (c))

Students may receive school-based support through:

- Contacting their school counselor
- Contacting the school psychologist
- Contacting the district social worker/school psychologist
- The School Nurse's office
  - Some school Nurse's offices (LMS, LHS) have several pamphlets on different substance issues; they also have a bulletin board with varying info on substance use

The following are community resources/counselors to support students:

- Care Plus 7 Challenges Groton - 860-449-9947
- Richard Sugarman- Safe Harbor New London - 860-443-7505
- Catholic Charities Norwich - 860-889-8346
- Lynda Smith New London - 860-442-3380
- Willie Coleman Groton - 860-405-0490
- New London Counseling Associates Waterford - 860-447-9935
- Stonington Institute North Stonington - 860-535-1010

Students and Families can also work with Ledyard Youth Services - (860) 464-3213 or <http://www.town.ledyard.ct.us/index.aspx?NID=60>