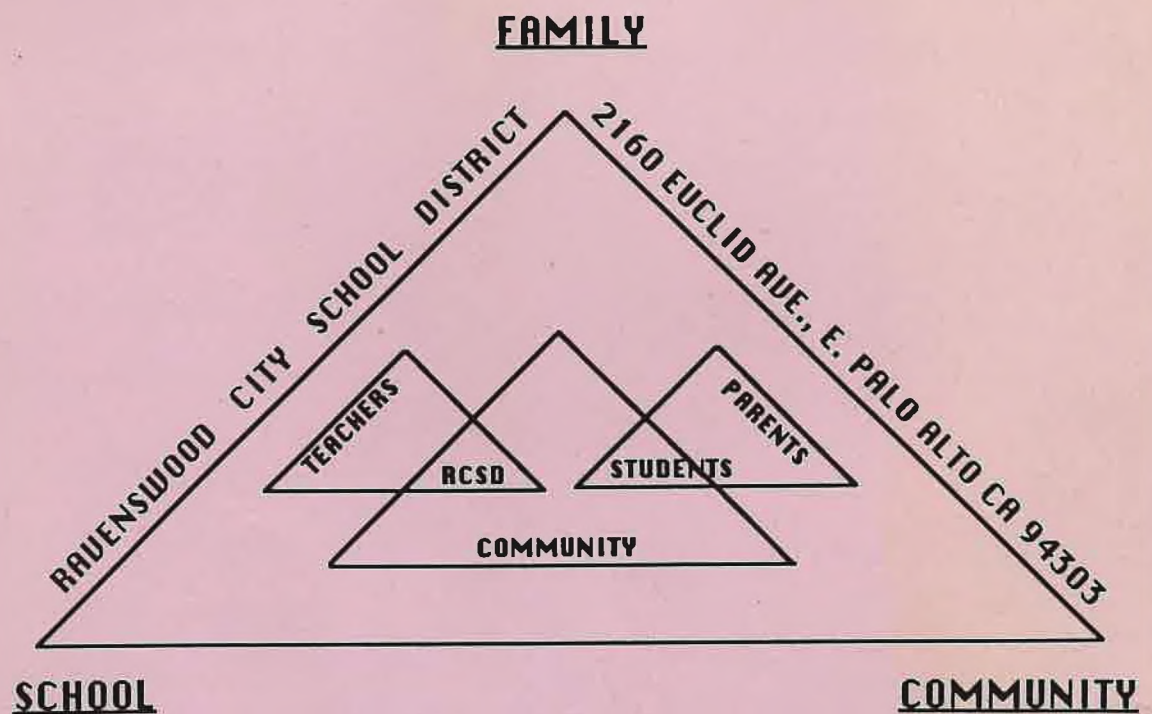


# Parent Handbook for Community Empowerment Against Drug Use

## RAVENSWOOD CITY SCHOOL DISTRICT POLICIES AND PROCEDURES



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**Ravenswood City School District  
2160 Euclid Avenue  
East Palo Alto, California 94303  
(415) 329-2800**

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Clarence Burley, Vice President  
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Janell Hicks — District Nurse  
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Martha Thomas — Staff Developer  
Harriet Morgan — Counselor  
Jan Walton — Menlo Park Police Department  
Larry Thompson — Parent



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415 Ivy Drive  
Menlo Park, CA 94025

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(415) 329-2898

Brentwood Oaks  
2086 Clark Avenue  
E. Palo Alto, CA 94303

Dr. John Webster, Principal  
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Costaño School  
2695 Fordham Street  
E. Palo Alto, CA 94303

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(415) 329-2830

James Flood School  
320 Sheridan  
Menlo Park, CA 94025

Mrs. Ellen Spencer, Principal  
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Menlo Oaks  
475 Pope Street  
Menlo Park, CA 94025

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Ronald McNair  
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Mrs. Vera Clark, Principal  
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Mr. Major Pugh, Director  
(415) 329-2840

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Ronald McNair Site  
(415) 327-8344

Flood School Site  
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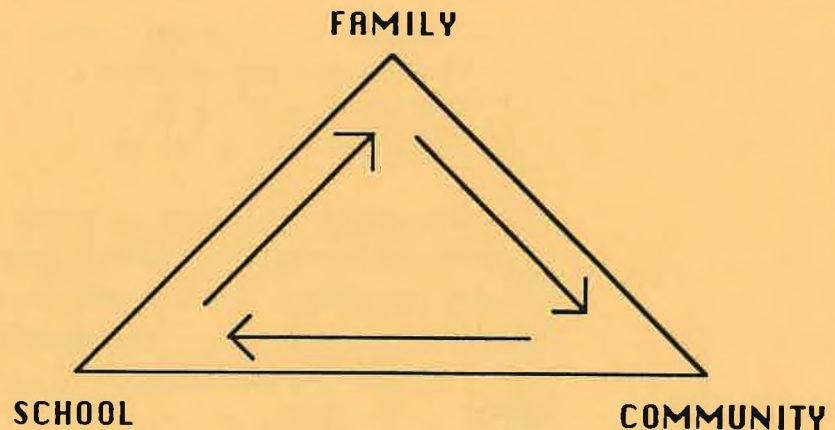
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# Introduction

**YOU ARE NOT ALONE**



We are here to work together.

We all want:

1. a safe and happy environment for ourselves and children.
2. to know there are confidential places to go for help - for ourselves and our kids.
3. answers to our questions about substance use.

If a family member is involved with substance use, we may feel:

1. anger
  2. confusion
  3. helplessness
  4. fear
  5. guilt
  6. embarrassment
- Everything you feel is "normal"!
  - Seeking help is a brave, strong step to happiness.
  - By working together we can have a safe environment.



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**This booklet is a resource for YOU!**

It will provide:

1. District and legal policies/actions that will be used with students using substances.
2. Places to go for help.
3. Answers to your questions.

The Ravenswood City School District recognizes that chemical dependency is a treatable health problem which does not respect any age or group. In keeping with goals of maintaining the schools drug free, the Ravenswood City School District has approved the implementation of the "**Here's Looking at You 2000**" curriculum. It shall be the policy of the district to continually seek the cooperation, advice and counsel of the courts, law enforcement agencies, medical, mental health and other professional agencies which are involved in the drug use problem to ensure a community wide cohesive and comprehensive approach to chemical dependency.

Throughout the nation, communities are recognizing that there is an increasing use of chemical substances, not only by adults, but by our children as well. Our community like others is deeply concerned about this problem. We recognize that our students are exposed to drugs and to adults who are visibly involved in drug transactions.

Our goal is to work together to create a safe and happy drug free community.



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# Guidelines

As a way to help your children, these guidelines may:

1. Help you understand why people use drugs.
2. Help you recognize general symptoms of substance abuse.
3. Help you understand the description and symptoms of commonly used substances.

## **1. WHY DO PEOPLE USE DRUGS?**

1. To be accepted by a group.
2. To be considered "cool".
3. "Because my best friend wants me to."
4. It looks glamorous and mature.
5. "To escape from my problems."
6. "Because I feel sad, rejected, unloved, lonely."
7. "I'm curious."
8. "It won't hurt me."
9. "Because my parents or relatives do it."
10. To get back at parents, school, and society.
11. Low self-worth and self-esteem.

### *Remember:*

**Any substance used by a person can be dangerous. It can lead to addiction. Even a prescribed medication that is improperly used can be dangerous.**

**Mixing substances is dangerous and can cause death.**



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## GUIDELINES

### 2. RECOGNIZING SYMPTOMS OF SUBSTANCE USE

#### GENERAL BEHAVIOR SIGNS

1. change in behavior - irritability, mood swings, temper, withdrawing, sleeping a lot, etc.
2. change in friends
3. stolen money or excessive money
4. possessions being stolen
5. not going to school
6. poor grades
7. finding drugs, alcohol, or paraphernalia in your child's possession
8. keeping secrets
9. not willing to talk with you - especially to fathers
10. not joining in family activities
11. disobeying family rules, not doing chores, etc.
12. not doing homework
13. chronic dishonesty
14. sexual promiscuity
15. self-indulgence
16. emotional immaturity

**THESE PHYSICAL AND BEHAVIORAL SIGNS MAY BE NORMAL SIGNS OF TEEN-AGE ATTITUDE AND GROWTH CHANGES. HOWEVER, THEY MAY BE SIGNS OF SUBSTANCE ABUSE. IT IS IMPORTANT TO WATCH FOR THESE SIGNS. IF A LOT OF THESE CHANGES HAPPEN AT ONE TIME, THEN IT MAY BE DUE TO SUBSTANCE USE.**

**"IT'S BETTER TO BE SAFE THAN SORRY."**

#### GENERAL PHYSICAL SIGNS

1. change in pupil size
2. drowsiness
3. red eyes
4. hunger
5. hyperactivity
6. loss of weight
7. change in complexion
8. sweet odor in body/clothes
9. staggering
10. bad coordination
11. hallucinations (acting crazy)
12. acting paranoid, suspicious
13. loss of memory
14. short attention span



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## GUIDELINES

15. runny nose
16. poor hygiene/appearance
17. needle marks
18. alcohol on breath
19. feeling itchy
20. cigarette papers, pipes, visine eyedrops, breath freshener, incense, room deodorizer, leaves or seeds in pockets.

### **3. COMMON SUBSTANCES - THEIR DESCRIPTION AND SYMPTOMS**

#### **TOBACCO**

What it is:

*It is a leafy plant that contains nicotine that can be smoked, inhaled or chewed.*

What it does:

1. absorbed through the lungs and mucous membranes
2. affects the lungs, heart, brain, and pancreas
3. causes bronchitis, emphysema, heart disease and vascular diseases
4. causes cancer of the lungs, throat, mouth, bladder, and pancreas
5. can cause ulcers
6. teeth can become permanently discolored or fall out.
7. decreases ability to taste and smell
8. low birth rate and spontaneous abortion

Symptoms:

1. increased heart rate
2. decreased appetite
3. odor on clothes and body
4. yellow fingers
5. taking breath mints



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## **GUIDELINES**

### **ALCOHOL**

Street names: beer, wine, hard liquor, cocktails, etc.

What it is:

*It is a liquid (ethyl alcohol) used mainly to make beer, wine, wine coolers, hard liquor.*

What it does:

1. slows down the central nervous system
2. loss of muscle coordination
3. harms the development of growing bodies and minds
4. kills brain cells
5. creates severe emotional instabilities
6. creates aggressiveness
7. the more you drink the worse your body functions
8. long term use creates severe body damage
9. creates emotional trauma for you and others around you
10. damages liver, brain, pancreas, and nervous system
11. can cause coma or death

Symptoms:

1. red eyes
2. aggressive behavior
3. poor coordination
4. slurred speech
5. use of sun glasses
6. alcohol on breath
7. staggering

**ADULTS THAT SERVE ALCOHOL TO ANYONE  
UNDER AGE 21 IN THEIR HOME ARE SUBJECT  
TO A FINE, JAIL, OR BOTH.**



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## **GUIDELINES**

### **MARIJUANA**

Street names: grass, pot, weed, smoke, hash

What it is:

*It comes from a dried hemp plant. It has 420 chemicals in it. THC is the main one. It is smoked in cigarettes, pipes, etc.*

What it does:

1. absorbed into most tissues and organs
2. stays in fat tissues like the brain/reproductive organs
3. mainly harms the brain, lungs, and heart
4. irritates the respiratory system
6. impairs learning abilities
7. may contribute to birth defects

Symptoms:

1. increases heart rate and appetite
2. reddening of eyes
3. feeling extremely happy
4. sleepiness
5. being disoriented
6. damages short-term memory
7. lack of coordination

**MARIJUANA MAY STAY IN THE  
URINE FOR UP TO TWO WEEKS  
AFTER USING.**



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## GUIDELINES

### COCAINE

Street names: crack, rock, coke, snow, blow, flake

What it is:

*It is from the cocoa plant. It grows in South America. It is processed into a paste and then into cocaine (crystalline structure). It looks like epsom salts or snowflakes. It is sniffed, injected, snorted, or smoked.*

What it does:

1. absorbed into mucous membranes
2. affects the brain, lungs and heart
3. causes stuffy or runny noses
4. may cause paranoia, insomnia, anorexia, and seizures

Symptoms:

1. increased breathing, blood and heart rates
2. dilated pupils
3. increased body temperature
4. lowers appetite
5. increases anxiety
6. sleeplessness
7. can increase or decrease a persons energy level
8. needle marks

**COCAINE WILL LEAD TO THE USE OF OTHER DRUGS TO SOFTEN ITS EFFECTS. COCAINE STAYS IN THE URINE FOR ABOUT TWO WEEKS. HAIR ANALYSIS CAN PROVE THE USE OF COCAINE FOR UP TO ONE MONTH.**



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## **GUIDELINES**

### **INHALANTS**

Street names: poppers, rush, laughing gas

What it is:

*Chemicals in aerosol cans, glue, paint thinner, etc.*

What it does:

Passes through the membranes of the lungs and is absorbed into the blood stream moving into the brain, lungs, liver, and kidneys.

Symptoms:

1. unusual odor on breath/clothes
2. sores in mouth and nose
3. red and watery eyes
4. double vision
5. ringing ears
6. vivid dreams
7. hallucinations
8. may appear drunk or uncoordinated

---

## GUIDELINES

### TRANQUILIZERS

(valium, librium, etc.)

What it is:

*A colorless, crystalline substance. It is in tablet form. Used to handle stress.*

What it does:

1. leads to physical and emotional addiction
2. slows reflexes
3. affects new-born kids
4. relaxes muscles
5. creates poor judgment
6. creates sleepiness

Symptoms:

1. slow reflexes
2. drowsiness
3. fatigue
4. confusion
5. depression
6. headache
7. slurred speech
8. lack of coordination
9. suicidal

---

**TAKEN WITH ALCOHOL, TRANQUILIZERS CAN  
CAUSE AMNESIA, LOSS OF MEMORY,  
COMA OR DEATH.**

**WITHDRAWAL FROM TRANQUILIZERS IS WORSE  
THAN THAT FROM HEROINE.**

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## GUIDELINES

### **DEPRESSANTS**

(barbituates)

Street names: downers, reds, barbs, yellow jackets, pink ladies, etc.

What it is:

*Taken in pill form, such as sleeping pills.*

What it does:

It affects the whole body by relaxing it. It causes drowsiness and affects the brain.

Symptoms:

1. causes irritability
2. restlessness
3. belligerence
4. anxiety
5. hallucination
6. tremors
7. violence
8. sleeplessness
9. nausea
10. vomiting

**WITHDRAWAL FROM DEPRESSANTS IS DEADLY.  
IT CAN LEAD TO COMA OR DEATH.  
IT IS EXTREMELY DANGEROUS IF  
MIXED WITH ALCOHOL.**



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## GUIDELINES

### ICE

What it is:

*It is a smokeable methamphetamine.*

*It is crank/speed that is smoked.*

*It is processed so it can be smoked.*

What it does:

1. creates brain damage.
2. creates severe kidney and heart damage.
3. damagingly low temperatures.
4. longer "high" — up to 24 hours.
5. acute psychological "crash" can last 24 hours.
6. psychosis can follow the "crash" and last up to 48 hours.

Symptoms:

1. euphoria
2. irregular heartbeat
3. severe paranoia, schizophrenia
4. severe hallucinations
5. severe delusions
6. very incoherent
7. weight loss
8. sleeplessness
9. increased body temperature — up to 108 degrees
10. hyperactivity

**THE USE OF ICE WILL LEAD  
TO OTHER DRUGS  
TO SOFTEN ITS EFFECTS.**



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## GUIDELINES

### **OPIATES**

(heroin, opium, morphine, codine)

Street names: smack, horse, black tar, junk, chiva

What it is:

*Opiates come from the opium poppy plant, which is grown mainly in the middle east. They are narcotics, and can be smoked, sniffed, swallowed or injected.*

What it does:

1. affects and damages brain and other organs
2. slows down breathing
3. relaxes muscles
4. causes nausea
5. if taken by a pregnant woman, the baby can become addicted.
6. high risk of "aids" due to needle use
7. can cause overdose or death

Symptoms:

1. paranoia
2. withdrawal
3. feeling "high"
4. reduces hunger, thirst, pain, and sex drive
5. become passive and listless
6. nausea
7. sleepy
8. needle marks

**IT IS EXTREMELY DANGEROUS TO MIX OPIATES  
WITH OTHER DRUGS--  
ESPECIALLY STIMULANTS AND COCAINE.**

---

## **GUIDELINES**

### **HALLUCINOGENS**

Street names: LSD, acid, mescaline, PCP, angel dust, peyote

What it is:

*It is a natural or man-made substance that affects thinking, awareness, and senses (sight, hearing, etc.). May be a depressant or stimulant. May be smoked, injected, sniffed or chewed.*

What it does:

1. damage lungs, heart, brain
2. severe mental disorders
3. create flashbacks, death

Symptoms:

1. needle marks
2. increased heart rate and pulse
3. increased blood rate and temperature
4. nausea, chills, confusion
5. distorts physical environment
6. changes moods
7. affects reactions and judgement
8. suicidal



---

## **GUIDELINES**

### **AMPHETAMINES**

Street names: crank, speed, ice, crystal, meth, uppers, bennies, eye openers, jelly beans, black beauties

What it is:

*It is a chemical that affects the users emotions and body. They are mainly central nervous system stimulants. They are synthetic compounds which affect the brain.*

What it does:

1. severely affects blood pressure
2. creates roaring in the ears
3. bladder spasms and problems
4. burns up fat

Symptoms:

1. promiscuity
2. feeling powerful, all knowing
3. decreases appetite
4. difficulty with sleeping — creates insomnia
5. dilated pupils
6. user wears sunglasses a lot
7. weight loss
8. hyperactivity



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# School & District Policies

To provide a successful alcohol and drug prevention program, a school official will clearly communicate related Board policies, regulations, and school rules to staff, students, and parents/guardians.

The following policies are provided to protect and support you, your needs and all of us in our community.

If a student is caught selling, possessing, or using any substance that causes changes in his/her behavior or has in his/her possession any drug paraphernalia, the district will take the following positive actions:

1. Education
2. Counseling
3. Parental/Guardian involvement
4. Medical referral
5. Police referral
6. Disciplinary action

Targeted substances will include but not be limited to:

1. Tobacco
2. Alcohol
3. Marijuana
4. LSD
5. Crack
6. Ice
7. Glue
8. Cocaine
9. Pills



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## **POLICIES - GENERAL ACTIONS**

If a student is caught with any substance, the school authorities will do the following:

1. Suspend or expel that student.
2. Inspect school property for health and safety reasons.

Inspection for the location of drugs, narcotics, liquor, weapons, and poisons related to health and safety will be conducted in accordance with law, Board policy, and administrative regulations.

3. Provide Intervention

- A. Trained staff are in daily contact with students and observe individual behavior. They can identify young people who may have drug-related problems.
- B. Staff will be trained to recognize and respond to any possible emergency situation.
- C. Parents/students will be informed about signs of alcohol and drug use and about appropriate counseling agencies.

4. The school officials will take beepers from students.

### **TOBACCO**

A student can not smoke, chew or possess tobacco or any nicotine product on school property or elsewhere while involved in school-sponsored activities. Such activities shall include school events off campus, after school events on or off campus, and any other time students are under the supervision of district employees.

**Education:** The school will provide instruction on the effects of smoking on the human body and environment.



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## **POLICIES - GENERAL ACTIONS**

### **1st offense:**

1. Parent/Guardian will be notified.
2. Written letter of unacceptable behavior.
3. Detention (1 day).

### **2nd offense:**

1. Parent/Guardian written notification.
2. Reprimand by school officials.
3. Detention (2 days).
4. Disciplinary probation with behavioral contract.

### **Subsequent offenses:**

1. Written Parent/Guardian notification of suspension.
2. Student to be suspended for 3 days.
3. Conferences with Parent/Guardian.
4. Action in accordance with a behavioral contract.

## **ALCOHOL AND DRUGS**

### **ALCOHOL:**

It is illegal for students to drink or possess alcohol. No student shall attend school or any school function under the influence of alcohol.

### **DRUGS:**

No student will possess any drug on school property, at any school activities, or at any school function on or off the school campus. Any medication must be given to the school secretary or nurse in its original container along with written instructions from the physician and written consent from the Parent/Guardian.

### **ALCOHOL AND DRUG USAGE:**

Will receive the same positive actions.

1. Staff members will notify school administrators if they have reason to believe that a student is under the influence of alcohol or drugs.



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## **POLICIES - GENERAL ACTIONS**

2. The school administrator, if in agreement, will notify the Parent/Guardian to take the student home, to a doctor, medical facility, or a social agency.
3. In severe cases, if Parents/Guardians are not available, the school administrator is authorized to call an ambulance to remove the student to a hospital. Parents/Guardians will be notified and will be responsible for the incurred expenses.
4. The first time any student illegally uses or possesses prescription drugs, non-prescription drugs, alcohol, inhalants, or any drugs at school or school activities, the following will result:
  - A. Suspension from school for at least 3 days.
  - B. Referral to police authority.
  - C. Parent/guardian conference.
  - D. Schedule an appointment with school counselor or school official.

In addition, the following actions may take place:

- a. Referral to community counselor.
  - b. Transfer to another school.
  - c. Recommend for expulsion.
5. A second incidence of use or possession of illegal drugs within one year at any school or school activity will result in recommendation for expulsion as provided by *Education Code 48900*.

### **SELLING OR PROVIDING ALCOHOL AND/OR DRUGS:**

1. Student will be confronted by a school official. The official may notify the police.
2. The school official may notify the Juvenile Narcotics Officer.
3. A search for drugs may be made.



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## **POLICIES - GENERAL ACTIONS**

When there is good evidence that a student has actually used, sold, or possessed narcotics or has drug paraphernalia on or about school premises, or at a school function, the police must be notified.

If a student is recommended for expulsion, the expulsion hearing panel appointed by the Superintendent or his/her designee convenes a hearing within 30 days to determine the validity of the problem. A decision is made within 3 days following the hearing. A decision is made as to whether the child should be expelled or not. If the expulsion recommendation is supported, the recommendation goes to the Board of Trustees who make the final decision. If the recommendation is not supported, the child returns to school.

### **SEARCH AND SEIZURE:**

For the health, safety, and welfare of students and staff, students property or lockers may be searched and taken by school officials. This will be done only if there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or school rules.

*The following will be adhered to:*

1. Searches are conducted by school officials.
2. No student body cavities will be searched.
3. No student's clothing will be removed or rearranged.

### **BEEPERS:**

Beepers are being used by buyers and sellers to make drug transactions. Therefore, the school board feels that the presence of beepers is cause for searching a student's property or person for drugs. Beepers are not allowed on school property for any reason. They will be taken away by school officials.

**POLICE OFFICERS WILL CONDUCT THE APPROPRIATE SEARCH IF THERE ARE REASONABLE SUSPICIONS THAT A STUDENT IS VIOLATING THE LAW OR SCHOOL RULES.**



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# Suggestions

***The following are suggestions of things to do with and for your children to help prevent substance use and abuse.***

## **1. GET TO KNOW YOUR CHILDREN!**

### How?

1. spend quality time with them
2. listen to their feelings
3. do fun things with them
4. read books with them
5. play board or card games with them
6. take walks together
7. go to the park, picnic together
8. watch T.V. together — talk about the show
9. do housework together
10. do homework together
11. go to the library together
12. attend church activities together

## **2. CHILDREN NEED TO FEEL WANTED, LOVED AND APPROVED OF!**

### How?

1. give compliments
2. be interested in what they do and like
3. give hugs
4. don't yell at them
5. don't hit them
6. use "tough love" — talk to them in a kind tone of voice but follow through with firmness
7. volunteer at school; get to know your child's teacher!
8. get to know their friends



**3. CHILDREN NEED TO KNOW WHAT'S EXPECTED OF THEM!**

How?

1. give clear guidelines/rules
2. set reasonable limits
3. be fair with your rules
4. go over and reinforce rules
5. follow through on rules and give consequences

*Examples:*

"If you do the dishes then I will go to a movie with you."

"If you get your homework and housework done by 5:00 p.m. then we'll go to McDonald's."

6. PARENTS ARE THE NO. 1 ROLE MODEL. SET A GOOD EXAMPLE!

**4. CLEAR COMMUNICATION WITH YOUR CHILD IS NECESSARY FOR A POSITIVE RELATIONSHIP!**

How?

1. Use "I" messages and not "you" messages.

*Examples:*

SAY: "I feel angry when you don't do your chores or homework."

DO NOT SAY: "You make me mad when you don't do your chores or homework."

2. DON'T USE NAME CALLING

*Examples:*

"you're stupid," "what's wrong with you!"

"you'll never amount to anything."

"if it weren't for you....."

3. Ask for feedback when you talk to your children so they understand what you are trying to communicate.



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## SUGGESTIONS

### 4. KEEP COMMUNICATION LINES OPEN.

- a. Build trust between you and your children.
- b. Be patient and understanding.
- c. Let them know you are listening.
- d. Let them know they can talk to you about anything.
- e. Don't feel embarrassed about sensitive topics like sex, relationships, etc.

### 5. HELP YOUR CHILDREN SOLVE THEIR PROBLEMS!

#### How?

1. Make sure your communication is non-threatening, but is emotionally nurturing.
2. Let your child share thoughts and feelings without interrupting him/her.
3. State the facts of the problem without judging, moralizing or criticizing. State your position after your child has stated his/hers.
4. Always define the problem and who it belongs to.
5. Discuss methods of problem solving.

#### *Examples:*

- State the problem.
  - State each possible solution and the consequence for each of those solutions.
  - Let your child decide on the solution with you.
6. Decide on a solution.
  7. Let your child know you don't approve of the misdeed but you are there to help them find a solution.
  8. Once the problem is solved, make it clear that you don't expect this problem to happen again.
  9. Communicate standards of discipline and consequences to your child in case it does reoccur.



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# Curriculum Overview

## "HERE'S LOOKING AT YOU 2000"

The "**Here's Looking At You 2000**" drug education curriculum has been created to help fight the drug problem, and is based on current research. This curriculum has been created especially to reduce specific risk factors by targeting these in each lesson.

The curriculum begins at kindergarten and progresses through eighth grade. Lessons are scheduled to coincide with the latest research on when students are most likely to consider using drugs. The lessons are tested for age appropriateness as new information and skills are introduced. The curriculum has three major components:

**Information:** Provides information on topics as gateway drugs, fetal alcohol syndrome, and driving and using drugs.

**Social skills:** How to be assertive by using "Refusal Skills", making friends, saying no to trouble, and how to deal with peer pressure.

**Bonding:** Includes discovering personal strengths, learning in cooperative teams, and identifying ways to have healthy fun without drugs.

The curriculum is culturally sensitive and each lesson presents a clear "**No Use Message.**"

The program provides a teachers guide for each grade level with full step by step lesson plans, fact sheets and a comprehensive referral section. Each grade level has a "kit" that contains videotapes, audio tapes, books, puppetry posters, and games that are necessary to teach each lesson.

The lessons range from traditional readings and audiovisual aids to games, role playing, puppets, and small group interaction.

The teachers in the Ravenswood School District have received training on curriculum implementation, and the latest information on drugs and chemical dependency. These inservices are provided by our crime prevention officers, local drug and alcohol prevention programs funded by the San Mateo County Health Department, and the San Mateo County Office of Education. The programs are coordinated by the district nurse.

We reinforce the curriculum with supplemental activities such as: guest speakers, participation in Red Ribbon Week, and special programs. Our goal is to tell the students in many different ways that drugs can be harmful.

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*Grades K-1, 2, and 3 contain 12 to 15 lessons, 20 to 30 minutes each.  
Grades 4, 5, 6 contain 19 to 21 lessons, 30 to 40 minutes each.  
Grades 7 and 8 contain 28 to 30 lessons, 45 to 55 minutes each.*



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# Resources

## FOR REFERRAL & ASSESSMENTS

**PLACE:** Ravenswood City School District  
Child Welfare and Attendance Offices  
**ADDRESS:** 2160 Euclid Avenue  
East Palo Alto CA 94303  
**PHONE:** (415) 329-6780  
**CONTACTS:** Rannie Hicks, Coordinator  
Brenda Corbin, Child Advocate  
Danielle Gomez, Bilingual Social Worker  
**DESCRIPTION:** Counseling and Referral

**PLACE:** Sequoia Hospital  
"The Children's Place", Alcohol and Drug  
Recovery Center  
**ADDRESS:** Whipple and Alameda  
Redwood City CA 94062  
**PHONE:** (415) 367-5504  
**CONTACT:** Jerry Moe, Director  
**FEE:** Small fee  
**DESCRIPTION:** The center works with children ages 4-12  
who have alcohol or drug dependent parents  
or grandparents.

**PLACE:** Thunder Road Adolescent Chemical  
Dependency Treatment Center  
**ADDRESS:** 390 - 40th Street  
Oakland CA 94609  
**PHONE:** (415) 653-5040  
**CONTACT:** Kathy Newall, Admissions Technician  
Josie Bucksbaum, Supervisor of Admission  
and Outreach Department  
**FEE:** Sliding fee scale  
**DESCRIPTION:** It is an adolescent program ages 13-19.  
Programs available:  

1. Inpatient
2. Long term treatment
3. Teen support



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## RESOURCES

**PLACE:** Mills Peninsula Hospital,  
"Chemical Dependency"  
**ADDRESS:** 1783 El Camino Real  
Burlingame CA 94010  
**PHONE:** (415) 696-5200 Adolescent Intake  
(415) 696-5544 Adult Intake  
**CONTACT:** June Muscat, Intake Coordinator  
Pat Cameron, Director of Adolescent  
Services  
**FEE:** Free  
**DESCRIPTION:** Consultations and referrals. Children's  
program for ages 3-14. Funding is available  
for children with behavior and/or mental  
health problems and who are not chemically  
dependent. Medical acceptance on an  
administrative approval basis only.

**PLACE:** Day Top, residential treatment  
**ADDRESS:** 631 Woodside Road  
Redwood City CA 94061  
**PHONE:** (415) 367-9030  
**CONTACT:** Gerry Doherty  
**FEE:** Sliding fee scale  
**DESCRIPTION:** Residential beds for long term stay  
Court School  
Counseling services  
Ages 13-18 years old

**PLACE:** Menlo Park Police Department  
**ADDRESS:** 801 Laurel Street  
Menlo Park CA 94025  
**PHONE:** (415) 858-3300  
**CONTACT:** Janice Walton, Counselor, MFCC  
**FEE:** Free  
**DESCRIPTION:** This is for residents in Menlo Park schools.  
There are 10 counseling sessions available.



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**RESOURCES**

**PLACE:** Family Services Association [closing 12/90]  
**ADDRESS:** 2369 University Avenue  
East Palo Alto CA 94303  
**PHONE:** (415) 324-0520  
**CONTACT:** Asa Butterfield  
**FEE:** Sliding fee scale  
**DESCRIPTION:** Counseling sessions: Family, youth

**PLACE:** South County Counseling  
**ADDRESS:** 2415 University Avenue, Suite 300  
East Palo Alto CA 94303  
**PHONE:** (415) 363-4030  
**CONTACT:** Erma Prothrow, Director  
**FEE:** Sliding fee scale  
**DESCRIPTION:** Counseling service

**PLACE:** Project Pegassus  
**ADDRESS:** 800 El Camino Real  
Menlo Park CA 94025  
**PHONE:** (415) 321-3727  
**CONTACT:** Emily Garfield, Director  
**FEE:** Yes  
**DESCRIPTION:** Counseling and Drug Testing

**PLACE:** Children's Hospital at Stanford  
Outpatient Psychiatric Clinic  
**ADDRESS:** 520 Willow Road  
Palo Alto CA 94304  
**PHONE:** (415) 853-3396 Ext. 232  
**CONTACT:** Tom McPherson  
**FEE:** Yes  
**DESCRIPTION:** Counseling, psychiatric evaluation



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## RESOURCES

**PLACE:** Children's Health Council  
**ADDRESS:** 700 Sand Hill Road  
Palo Alto CA 94304  
**PHONE:** (415) 326-5530  
**CONTACT:** Linda Stewart or Maureen O'Shea,  
Intake Workers  
**FEE:** Yes  
**DESCRIPTION:** Counseling

**PLACE:** County Probation Department  
**ADDRESS:** 2415 University Avenue  
East Palo Alto CA 94303  
**PHONE:** (415) 363-4621  
**CONTACT:** Patricia Rhode Pritchard, Officer  
Juvenile Division  
**FEE:** No

**PLACE:** Youth Services Development  
**ADDRESS:** 2400 Ralmar  
East Palo Alto CA 94303  
**PHONE:** (415) 323-6888  
**CONTACT:** John Barnwell  
**FEE:** Free  
**DESCRIPTION:** Counseling

**PLACE:** Belmont Hills Hospital  
**ADDRESS:** 1301 Ralston Avenue  
Belmont CA 94002  
**PHONE:** 1-800-675-5599 For immediate help  
1-415-593-2143 For appointments  
**CONTACT:** Kathleen Nelson or Bud James  
**FEE:** No cost for consultation  
**DESCRIPTION:** Adolescent assessment clinic



## Additional Resources

### CRISIS ASSISTANCE

Child Abuse Reporting	595-7922
Community Living Room (daytime runaway shelter, Redwood City)	572-0535
Day Break Shelter, Redwood City	366-8401
Family Stress	368-6655
Friends For Youth	368-4444
Parental Stress	327-3333
Planned Parenthood	574-5823
Public Health Department	363-4026
Rape Crisis	493-7273
Runaway Hotline	1-800-231-6946
San Mateo County Health/Hospital	573-2222
San Mateo Women's Shelter	342-0850
Suicide and Prevention	368-6655
Teen Hotline	327-8336
Toughlove	327-3333
Your House (South) Runaway Kids	367-9688
Youth & Family Assistance, Redwood City	366-8408

### ALCOHOL AND DRUGS

AlaNon	592-7935
AlaTeen	347-6544
Alcoholics Anonymous	573-6811
Alcohol/Drug Abuse	573-3703
Alcohol Information and Referrals	573-3950
Narcotics Anonymous	572-3257

*All numbers are in the (415) area code unless otherwise noted.*



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## **Summary**

The purpose of this handbook is to provide information that will help lead to a drug free community. For this reason we have provided you with guidelines, policies of the Ravenswood City School District, and a list of community resources that will assist you in keeping your child drug free.

We hope the information we have provided will increase your knowledge about the school district policies and procedures, and provide you with more insight and ideas of how to work with your children. Lastly, we hope the list of resources provided will be beneficial to help you obtain help if you should need it.



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# Acknowledgements

*This hand book was put together by the directions of the San Mateo County Office of Education, the Office of Criminal Justice Planning, and the Ravenswood City School District.*

## **Y.E.S. I CAN TEAM**

### **Youth Empowering System Intervention Core Advisory Network Team**

Myrtle Walker — Board Member  
Sue Shores — Belle Haven School  
Janell Hicks — District Nurse  
Martha Thomas — Menlo Oaks School  
Harriet Morgan — PCIP Director  
Maalupo Maafu — Bilingual Aide  
Carolyn Scott — Middle School  
Janice Walton — Menlo Park Police Department  
Bennie Pugh — East Palo Alto Police Department  
Bertha Price — Community Nurse  
Sandra Sterling — Willow Oaks School  
Doris Winn — Health Aide  
Mel Harris — City Government  
Emily Hamamoto — Drug Education Specialist  
Bob Howington — Ronald McNair School  
Mary Davis — Costaño School  
Angela Guzman — Migrant Education  
Larry Thompson — Community Parent  
Rick Lee — Parent/Counselor  
Lisa Holland — Counselor