# TABLE OF CONTENTS

Foreword .................................................................................................................. 4

Acknowledgements .................................................................................................... 5

Glossary ..................................................................................................................... 6

1. PURPOSE .................................................................................................................. 8
   1.1 Statement of Intent ............................................................................................. 8
   1.2 Scope .................................................................................................................. 8
   1.3 Goals .................................................................................................................. 9
   1.4 Objectives .......................................................................................................... 9
   1.5 Expected outcomes ......................................................................................... 10
   1.6 Strategies ......................................................................................................... 10
   1.7 Policy Components ......................................................................................... 10
   1.8 Roles and Responsibilities ............................................................................ 11
   1.9 Personal Responsibility .................................................................................. 14
   1.10 Situation and Challenges ............................................................................ 14
   1.11 Best Practices ............................................................................................... 15

2. RATIONALE ............................................................................................................ 16
   2.1 Nature and Extent of Substance use Among Students .................................... 18
   2.2 Risk Perception .............................................................................................. 19
   2.3 Comparative Analysis, 2003, 2005 and 2013 Surveys .................................. 21
   2.4 Legal Consequences ...................................................................................... 21

3. INTERVENTION ..................................................................................................... 22
   3.1 Substance Use Prevention ............................................................................. 22
   3.2 Measures to Protect and Educate Children Against Substance Use and Related Issues .......................................................................................................................... 23
   3.3 Access and Availability of Substances ............................................................ 26
   3.4 Students with Special Needs and Special Education .................................... 27
   3.5 Medication ....................................................................................................... 28
   3.6 Diagnosis and Treatment .............................................................................. 29
   3.7 Drug Testing ................................................................................................... 30

4. DISCIPLINARY PROCEDURES ................................................................... 31
   4.1 Breach of the National Schools' Policy on Drugs .......................................... 31
   4.2 Rights of the Students .................................................................................. 31
   4.3 Legal Action .................................................................................................... 32
   4.4 Confidentiality ............................................................................................... 32
   4.5 Reporting Substance Use Activity ............................................................... 32
4.6 Guidelines for Searches of Students and Seizures of Controlled Drugs.................33
4.7 Procedures...........................................................................................................35
4.8 In-school Suspension ..........................................................................................37

5 IMPLEMENTATION ..............................................................................................39
5.1 Plan of Action ....................................................................................................39
5.2 Communication..................................................................................................39
5.3 Monitoring and Evaluation ................................................................................41
5.4 Measuring Effectiveness ....................................................................................42
5.5 Budget ................................................................................................................43

Conclusion ..............................................................................................................44

References .............................................................................................................45

Appendices .............................................................................................................46
FOREWORD

The use of substances such as alcohol, tobacco products, and controlled drugs such as cannabis is not a new phenomenon among students, particularly secondary school students, and other juveniles in the State of Grenada. The Third Secondary Schools Drug Prevalence Survey showed that the main substance consumed by students is alcohol. The consumption of cigarettes and cannabis were the other main substances reported by students. The survey also showed that some students are engaged in the use of inhalants.

Statistics from the Royal Grenada Police Force (RGPF) indicate that at least four (4) percent of all students arrested and charged by the RGPF annually, committed a drug-related offence, primarily possession of a controlled drug. According to the Criminal Code of Grenada, a person is criminally liable at age twelve (12) years, and therefore can be arrested and charged.

Given that the consumption of substances and related problems is an issue in Grenada, the Government approved the National Schools' Policy on Drugs in 2002. This Policy established procedures to address substance use and related issues in schools. It provided school authorities with a mechanism to deal with matters pertaining to possession, sale, and distribution of substances, and also prohibited the sale of alcohol and tobacco products at school functions.

In 2015, the Government commenced revision of the existing Policy. This process was initiated due to the emergence of issues which were non-existent in 2002. Further, there were some gaps in the said document.

The revised National Policy on Drugs, Grenada, therefore provides the education system with relevant and updated guidelines and protocols, to address substance use and related problems, among students and school personnel.

The Ministry of Education, Human Resource Development and the Environment, which is responsible for administration of the Policy, is pleased to present this document to the people of Grenada.

Honorable Anthony Boatswain
Minister for Education, Human Resource Development and the Environment
ACKNOWLEDGEMENTS

The Ministry of Education, Human Resource Development and the Environment expresses its appreciation to all Ministries, Non-Governmental Organizations, Community-based Organizations, Religious bodies, Educational Institutions, Media and the public who contributed to the revision of the National Schools’ Policy on Drugs.

Special recognition is extended to the following Institutions who provided significant technical assistance to the Policy:

University of Michigan [Adrienne Cocci, Rachel Forche, Dr. Phyllis Meadows, Ms. Chinyere Neale, Ms. Dana Thomas]

University of Illinois at Chicago [Karen Aguirre, Amanda Dougherty, Josephina Frankovich, Dr. Rohan Jeremiah]

St. George’s University [Dr. Cecilia Younger, Professor, Biostatistics]

E. Francis Martin MD. MPH, Director of Primary Health Care, Senior Medical Officer

Mr. Rodriguez James, Superintendent of Police, Royal Grenada Police Force


Royal Grenada Police Force

All Ministries/Departments, Organizations (Non-Governmental, trade union, faith-based) which participated in the consultations

Principals, Primary and Secondary Schools

Teachers in-charge of Pre Schools

Schools for Special Education

Drug Control Secretariat
GLOSSARY


community service means work for a community organization or other work of value to the community performed by a child without payment.

detention includes confinement in a police cell, lockup, place of safety or other secure residential facility.

educational institution means a school, college or other institution offering education to the public at the pre-primary, primary, secondary or tertiary level.

in-school suspension means suspending a student in accordance with the Education Act Cap. 86 from attending classes and participating in regular school activities but a suspended student will be required to attend school, to participate in counselling sessions organized by the school, the Drug Control Secretariat, or other relevant institution.


police means the Royal Grenada Police Force.

policy means the National Schools' Policy on Drugs, Grenada.

school premises mean any nursery school, primary or secondary school, technical institution, training centre, teachers’ college, community college, and national college, or any other educational institution for children or young persons and includes buildings, playing fields or other premises established or maintained by such institutions for the benefit of its pupils or students whether or not such buildings, playing fields or other premises are within the curtilage of the institution.

school function/event/activity means any function organized by a school or any organization or personnel, such as Parent Teachers Association, Past Pupils Organizations, who conducts such function on behalf of the school, including all types of
functions such as dances, farewells, sporting fixtures, barbecue, fund-raising events, graduation ceremonies and balls, camps.

**substance means** alcohol, tobacco, medication, or controlled drugs listed in the Drug Abuse (Prevention and Control) Act, 1992

**substance use means** the use, misuse, abuse of alcohol, tobacco, medication, or controlled drugs listed in the Drug Abuse (Prevention and Control) Act, 1992

**substance use disorder means** a general term used to describe a range of problems associated with substance use (including controlled drugs and misuse of prescribed and non-prescribed medications, from substance use to substance dependence and addiction.

**support staff** Non-teaching staff including librarians, cooks, cleaners, security officers, counsellors, **school attendance officers**, etc

**other stakeholders:** refers to Counselors, Librarians, School Security officers, Visitors, Parents/Guardians, other staff found within schools
1. PURPOSE

The National Schools Policy on Drugs, Grenada, provides guidelines to address substance use and related matters in schools in the State of Grenada.

1.1 Statement of Intent

The Ministry of Education, Human Resource Development and the Environment expressly forbids the use, sale, and distribution of alcohol and alcoholic beverages, tobacco products, hemp, controlled drugs, electronic cigarettes (e-cigarettes), or any mood-altering substances, or any product, including juices, water, foods, confectioneries which may contain any of the aforementioned substances, or drug paraphernalia, by schools, organizations, groups, and persons affiliated to the schools, at school functions, inclusive, but not limited to those events listed in the ‘Glossary'

The use of medications will be permitted, providing the students can demonstrate that it is prescribed, or, in the case of non-prescription medication, that it is being used solely for medical purposes.

The consumption or possession of substances, including alcohol and tobacco products, at any time when school students, from any school are present, or on school premises, inclusive of venues and facilities being used for school functions/events, and school functions/events, and intoxication by teachers and school support staff including Counsellors, Librarians, School Security officers, Visitors, Parents/Guardians, and other people who use school premises during school functions, is expressly forbidden.

Community groups may be permitted to sell, distribute, or consume alcohol on school premises outside school hours consistent with the requirements of the Education Act of 2002, or outlined by the Ministry of Education, Human Resource Development and the Environment.

The Ministry also prohibits the acceptance by schools, school boards and managers, Parent Teachers' Association, and other school officials, of money, gifts, sponsorship and other forms of assistance from tobacco and alcohol companies. However, the Ministry is aware that sponsorship of certain sporting events is provided by alcohol companies, through funding from non-alcoholic products which they produce. This form of support is allowed. Further, the advertisement of alcohol and tobacco products on school premises via billboards, flyers or other medium, is also prohibited.

1.2 Scope

The National Schools’ Policy on Drugs is to be implemented in all educational institutions in Grenada, Carriacou and Petite Martinique, except universities and
community colleges. It applies to all Principals, teachers, students in pre-schools, public and private Primary and Secondary Schools, including schools or educational institutions for children with special needs in Grenada, Carriacou and Petite Martinique, inclusive of support staff at these schools, parents/guardians, visitors and other relevant persons while on the school premises during the school day, or in attendance at school functions.

1.3 Goals

The Policy is intended to address the use of students' substance use and the attendant problems. It has five principal goals. These are to:

1. Ensure the health, safety and welfare of students, teachers and other stakeholders being served by the school, specifically in relation to the issue of substance use;

2. Promote a safe, healthy and substance free environment to support student development and academic achievement;

3. Provide a mechanism for the appropriate identification of substance use and related issues, and early intervention among students;

4. Provide protocols regarding substance use and related infractions; and

5. Provide support services to students with substance use disorders, and legal consequences due to violations of drug-related legislations.

1.4 Objectives

The objectives of the National Schools' Policy on Drugs are to:

1. Conduct programmes which provide knowledge and skills to enable them to make healthy, responsible decisions related to prevention and elimination of substance use;

2. Prevent initiation of substance use among students;

3. Eliminate current substance use and other substance-related practices by students;

4. Assist students who are harmfully affected by their own or others' use of substances;

5. Eradicate access to, and the use of substances on school premises, and at school functions/events, by students, teachers and other support staff, including Counselors, Librarians, School Security officers, Visitors, Parents/Guardians, of the school.
1.5 **Expected outcomes**

1. Delayed age of initiation of substance use among students;
2. Reduced prevalence and incidence of substance use among students; and

1.6 **Strategies**

To achieve the goals and objectives of the Policy, a range of support services will be available to students. These include:

1. Strengthening of drug prevention education programmes in schools
2. Training of teachers and other appropriate personnel in drug prevention education
3. Peer helping/counselling programmes
4. Counselling through guidance officers
5. School-based support groups
6. Referral to appropriate community agencies for assessment, education, counseling programmes and treatment.

Parents or school staff, the Drug Control Secretariat, the Judiciary, or authorized personnel may initiate referrals to such services. Students found to be in violation of the schools' drug policy will be encouraged to accept assessment and/or counselling services. However, this does not relieve them of the disciplinary measures set out in this document or in the Education Act. All referrals will be handled in a respectful and confidential manner, and will be included in the student's academic records.

To support the implementation of these guidelines, Principals and teachers will be provided with in-service training related to alcohol, tobacco and other drug use, including their signs and symptoms.

1.7 **Policy Components**

The Policy consists of seven (7) components, which include a series of actions to be implemented. These components are:

1. Monitoring and evaluation
2. Communication
3. Education and Training

4. Implementation

5. Data

6. Legislation

7. Policy revision

These actions are infused throughout the document, and summarized in Section 5, Implementation. They would also assist the Ministry and stakeholders to achieve the goals and objectives listed above.

1.8 Roles and Responsibilities

The following key stakeholders are expected to fulfill the obligations and responsibilities identified hereunder, to foster the successful implementation of the policy:


i. Liaise with other Ministries/Departments, Institutions and relevant personnel in the implementation of the Policy.

ii. Allocate resources to support the implementation of the National Schools’ Policy on Drugs.

iii. Endorse establishment of evidence-based substance use programmes in schools.

iv. Encourage the design and implementation of school-related community outreach prevention programmes.

v. Document violations of the Policy.

vi. Monitor and evaluate the implementation of the Policy.

**1.8.2 Drug Control Secretariat**

i. Overall management of the Policy, and reporting to the Chief Education Officer on matters pertaining to its implementation.
ii. Collect surveillance data of key indicators to measure policy effectiveness and other relevant information on the implementation of the Policy.

iii. Conduct research on the prevalence of drugs in schools, and the nature and extent of the situation.

iv. Liaise with other Ministries/Departments in the implementation of measures to assist students who require support services to address their violations of the Policy or were arrested and charged for drug-related offences.

1.8.3 Principals, Teachers, and support staff

i. Implement and support the policy and procedures for managing substance use and related incidents in schools.

ii. Ensure that all substance use and related matters are managed consistently with the Policy.

iii. Principals must ensure that the school rules and consequences about possession and use of tobacco, alcohol and other controlled drugs at school by students are made known to students, staff and parents.

iv. Monitor and review the implementation and effectiveness of responses to drug related incidents.

v. Report all violations of the Policy to the Chief Education Officer or designated personnel at the Ministry of Education, Human Resource Development and the Environment within forty-eight (48) hours of these violations.

vi. Refrain from informing the media or dissemination through social media, of any information regarding violations of the Policy.

vii. Teachers must inform the principal when they have reasonable grounds to suspect that a student is involved in substance use or related behaviours.

1.8.4 Students

i. Adhere to the rules of the school, the Policy and the laws of Grenada, regarding drugs, as contained in the Drug Abuse (Prevention and Control) Act, 1992, or any similar legislation.
ii. Participate in substance use prevention programmes, counselling sessions and any other similar programmes, being implemented by the schools, Ministry of Education, Human Resource Development and the Environment, or authorized personnel.

1.8.5. Parents/Guardians

i. Support the implementation of the Policy.

ii. Encourage their children to participate in substance use prevention programmes and other positive programmes to develop skills on anger management, decision-making, peer selection, and other social skills.


1.8.6 Managers, School Boards, Grenada Union of Teachers

i. Support the implementation of the Policy.

ii. Endorse the design and implementation of evidence-based substance use prevention programmes.

iii. Cooperate with the Ministry of Education, Human Resource Development and the Environment, Royal Grenada Police Force, and any other designated personnel in the investigation and resolution of any violations of the Policy

1.8.7 Royal Grenada Police Force

i. Enforce all current laws regarding controlled drugs and related offences, including vending and sale of alcohol in the vicinity of school functions.


iii. The Royal Grenada Police Force may commence legal proceedings against any student who has violated the Drug Abuse (Prevention and Control) Act 1992 or any related legislation. They must also observe
all protocols/guidelines set out in the Juvenile Justice Act, 2012, with respect to the rights, arrests, and detention of children,


v. Liaise with the Ministry of Education, Human Resource Development and the Environment, in the investigation of drug-related incidents by students, and provide reports on the status of the investigations.

vi. Provide any other relevant information, statistical data or reports which pertains to the arrests of students on drug-related charges.

1.9 Personal Responsibility

An important element of the National Schools’ Policy On Drugs is the concept of personal responsibility. Personal responsibility has been defined as being accountable to oneself and the needs and well-being of others (Ruyter, 2002). Doherty (1998) has argued that there is an increasing trend in society to refuse accountability and to blame others for one's situation. The National Schools’ Policy on Drugs sets out several guidelines to be implemented to address substance use and related issues by students. However, students, should also accept and take personal responsibility for their health and well-being regarding substance use, such as to delay initiation, reduce and eliminate consumption, and take other appropriate actions to deal with problems associated with substance use. They should also seek to increase their knowledge about the negative consequences of substance use and related problems, and develop relevant skills and attitudes to address this problem. Social skills such as critical thinking, peer pressure resistance, decision-making, communication, problem solving, would enhance their abilities to make lifestyle choices that minimize or eliminate the risks of substance use.

1.10 Situation and Challenges

The implementation of the National Schools’ Policy on Drugs, may encounter some challenges due to certain legislative limitations and societal misconceptions and perceptions, and beliefs and values of certain sectors of the society. Other challenges include inter alia:

i. Lack of sanctions for schools which sell alcoholic beverages.

ii. Lack of effective national policies on alcohol.

iii. Lack of technical capacity and financial resources to adequately address the negative impact of alcohol.
iv. Absence of legislation on sale, distribution and consumption of tobacco and tobacco products.

v. Alcohol is socially and culturally acceptable.

vi. Inadequate legislation on sale, distribution and consumption of alcohol, regarding minors.

vii. Absence of legislation to restrict advertisement of alcohol and tobacco products, particularly to minors.

viii. Availability and accessibility of alcohol.

ix. Cultural and religious beliefs regarding cannabis.

Given the above situation, the successful implementation of the Policy will require:

i. Political will.

ii. Legislative amendments.

iii. Continued formulation of appropriate guidelines, protocols and regulations.

iv. Public education and awareness.

v. Allocation of financial and technical resources.

vi. Public support.

vii. Cannabis being maintained as a controlled drug.

1.11 Best Practices

An effective national schools’ policy on drugs must integrate interventions on the individual, community, and environmental levels to reduce excess consumption and its related harms. The Policy should be comprehensive in scope and address inter alia, legal, social, academic, cultural and societal issues regarding substance use by students, to be effective.

Additionally, the former National Schools’ Policy on Drugs, which was approved by Cabinet in 2002, has established the mechanism for the implementation of the revised Policy, and has provided several best practices which were incorporated into the revised Policy.
2. RATIONALE

2.1 Nature and Extent of Substance use Among Students

Several sources of data indicate that students in Grenada are involved in the use of controlled drugs and other substances that contribute to negative health outcomes. This practice also leads to other social and legal consequences, including violence, arrests by members of the Royal Grenada Police Force, and prosecution for breach of any drug related legislation.

2.1.1 Prevalence of substance use
The Third Secondary Schools Drug Prevalence Survey, which was conducted in Grenada in 2013, showed that the substance of choice with secondary school students was alcohol (72 percent), followed by cigarettes (27 percent), marijuana (20 percent) and inhalants and solvents (16 percent). Fewer than 10 percent of the students reported using other substances.

The survey revealed that there was a decrease in the prevalence of drug use among secondary school students. This decline is in comparison to the first and second secondary school surveys, which were conducted in surveys of 2002 and 2005.

2.1.2 Alcohol prevalence
Alcoholic beverages were the most prevalent substances used by secondary students. Seventy-two percent of secondary students reported having at least one alcoholic beverage in their lifetime and 35 percent had consumed alcohol in the 30 days prior to the survey.

Overall, 75 percent of females tried alcohol at least once in their lifetimes while 69 percent of males did. Compared to 36 percent of males, 34 percent of females have consumed alcoholic beverages during the 30-days prior to the survey. Older students (17 years old and older) have the highest prevalence of consuming alcoholic beverages. Among all forms, 5th form has the highest proportion of students consuming alcohol.

The type of alcoholic beverage preferred was beer; 71.2 percent of the students drink beer. Hard liquor was consumed by 57.4 percent of students, and 10 percent drink daily or several times a week.

Data from the 2013 survey also showed that the prevalence of males drinking alcohol decreased more than females in 2013, 18.6 percent and 5.6 percent respectively in 2013 from 2005. Overall, alcohol use decreased in 2013 when compared to a similar survey in 2005.
2.1.3 Cigarette prevalence
Approximately 27 percent of secondary school students reported smoking cigarettes, the second highest prevalence of substance use in their lifetime. The one-month prevalence is 5 percent and one-year prevalence is 9 percent. The prevalence of smoking cigarettes was higher for males than females for all time periods. There was little difference between 1-year and 1-month prevalence across forms, suggesting that even though many students try cigarettes, few continue to smoke regularly.

2.1.4 Marijuana prevalence
Marijuana had the third highest reported prevalence of substance use among secondary students. Approximately 20 percent of secondary students reported a lifetime prevalence of marijuana use, 13 percent indicated 1-year prevalence and 7 percent said 1-month prevalence. Overall, males use marijuana more than females.

Overall, the trend in marijuana use decreased in 2013 when compared to 2005. The lifetime prevalence decreased by 7.8 percent, past year 2.8 percent, and current 1.6 percent. Comparing marijuana use by gender, males increased their prevalence of marijuana use in 2013 and females reduced their prevalence. Males’ prevalence increased by 8.2 percent and females’ decreased by 6.8 percent.

2.1.5 Prevalence of inhalants and solvent Use
Inhalants and solvents were the fourth most prevalent substances reportedly used by secondary school students. Overall 16 percent of the students reported lifetime use, 10 percent reported 1-year prevalence, and 6 percent 1-month prevalence. There was no significant difference in the prevalence between males and females and by age group.

2.1.6 Age of initiation
According to the Secondary Schools Drug Prevalence Survey (2013), the average of age of initiation of using drugs is between 11 and 13 years. The following is a list of the average age of initiation of use of drugs.

i. Inhalants and solvents: 11 years
ii. Cigarettes: 12 years
iii. Alcohol: 12 years
iv. Cocaine: 12 years
v. Stimulants: 13 years
vi. Tranquilizers: 13 years
vii. Marijuana: 13 years
Given the above situation, all substance use prevention initiatives would target students in the ages mentioned.

2.1.7 Curiosity to try drugs
Overall, 28.5 percent of students reported they were curious to try any illicit drug. Many students were curious to try marijuana (22 percent) and to a lesser extent hemp (10 percent). Few students were curious about cocaine (4 percent), ecstasy (4 percent), and crack (2 percent).

2.1.8 Access to drugs/drugs at school
Thirty-eight percent of the students reported that drugs are at their school and 57 percent reported that drugs are next to their school. 57 percent of students reported that students bring drugs to school and 50 percent reported that students try/deal drugs at school.

The students also reported that they access drugs via social media (WhatsApp, Facebook, Twitter, BBM, Skype video chat). They also obtained drugs from shopkeepers and 'behind the malls'.

2.1.9 Prevalence of Drug Use by Geographic Location
The 2013 survey found that there were no significant differences in the pattern of alcohol and marijuana use among students attending schools in the urban and the rural areas, including Carriacou.

2.2 Risk Perception
Most students recognized that sometimes use of drugs is very harmful. With the exception of alcohol and ecstasy, most students perceive each drug listed as very harmful when used frequently. Student perception of harm ranges from 50% (ecstasy) to 72.6% (cigarettes). The majority of students (>51%) reported that inhaling secondhand smoke from cigarettes and marijuana and getting drunk are very harmful.

2.2.1 Use-Related Risks
Students were asked about their experiences that were caused by their alcohol or illicit drug use. The majority (63%) of students did not experience the consequences of drugs listed. 18% of students reported issues with anger management, 17% had academic issues, 15% had problems with family and/or friends, and 7% had trouble with the police. It is important to note that some students experience mental health concerns. Specifically, 11% had memory loss, 9% seriously considered thinking about suicide, 8% considered self-harm and have taken advantage of someone, and 6% had someone take advantage of them sexually.

2.2.2 Who is at risk
While all students are at risk for drug use, adolescent males between the ages of 15 years old and 16 years old are at the greatest risk of becoming experimental drug users.
However, drug use by females is prevalent, and deserves careful consideration as well (CICAD, 2010).

2.2.3 Risk and Protective Factors
The following risk factors\(^1\) for drug use among students were identified in the Third Secondary Schools Drug Prevalence Survey:

i. Students whose siblings used drugs

ii. Students whose friends used drugs

iii. Students whose parents used drugs when they were young

Additional risk factors identified in various research studies include:

i. Availability of drugs in the students’ environment, allowing for greater access

ii. Having a parent who uses a substance

iii. Being male

iv. A lack of family involvement and supervision

v. Peer pressure is a strong factor in the initiation of substance use

vi. Mental health problems lead to substance use as a means of coping

vii. Poor academic performance by adolescents and its linkage to substance use

viii. The relationship between drug use, delinquency and crime/violence

The following protective factors\(^2\) to delay, or prevent drug use among students were identified in the Secondary Schools Drug Prevalence Survey (2013):

i. Parental involvement in the lives of the students

ii. Father’s negative reaction to drinking or smoking marijuana

iii. Perceived relationship between the parents is good

---

\(^1\) A risk factor is an association between some characteristic or attribute of an individual, group or environment and an increased probability of certain disorders or disease-related phenomena at some point in time.

\(^2\) Protective factors inoculate, or protect persons and can strengthen their determination to reject or avoid substance abuse.
Additional protective factors identified in other research studies include:

i. Rewards/recognition for pro-social involvement

ii. Healthy beliefs and clear standards for behaviour

iii. Negative attitudes about drugs

iv. Association with peers who are involved in school, recreation, service, religion, or other organized activities

v. Strong and positive family bonds

vi. Parental monitoring of children’s activities and peers

vii. Clear rules of conduct that are consistently enforced within the family.

viii. Strong neighbourhood attachment

ix. Decreasing substance accessibility

x. Cultural norms that set high expectations for youth

xi. Social networks and support systems with the community

The above-mentioned risk and protective factors would be further examined and incorporated in substance use prevention programs, which are geared toward students.

Universal, selective and indicated prevention interventions\(^3\) would be developed for the population groups to whom the interventions would be directed and for whom they are thought to be optimal, given an assessment of the risk and protective factors.

---

\(^3\) Universal interventions address the entire population (national, local community, school, neighbourhood), with messages and programs aimed at preventing or delaying the abuse of alcohol, tobacco, and other drugs.

Selective interventions target specific subgroups that are believed to be at greater risk than others. The selective prevention program is presented to the entire subgroup because the subgroup as a whole is at higher risk for substance abuse than the general population.

Indicated interventions are aimed at identifying individuals who are exhibiting early signs of substance abuse and other problem behaviours associated with substance abuse and to target them with special programs.
2.3 Comparative Analysis, 2003, 2005 and 2013 Surveys

With more than 70 percent of the students reporting use, alcohol consistently remains the drug of choice among secondary students. Alcohol use ranges from 72 percent (in 2013) to 84.1 percent (in 2005). Alcohol use decreased in 2013 when compared to 2005 for all time periods. For the lifetime prevalence, there was an 8.1 percent decrease, 8.5 percent for the past year, and 7.8 percent for the past 30 days. The decrease was consistent for all time periods.

Comparative analysis indicates that lifetime and past year prevalence of cigarette smoking among students decreased in 2013 as compared to 2002 and 2005. Overall, the prevalence of cigarette smoking decreased in 2013 for all time periods.

The major areas of concern regarding drug use among secondary school students in Grenada include inter alia: low level of drug prevention education, the potential for peer motivated drug use, accessibility of illicit drugs, the significant consumption of alcohol, marijuana and cigarette, and inhalants and solvents among secondary school students.

2.4 Legal Consequences

Statistics from the Royal Grenada Police Force indicate that a total of 133 students were arrested and charged for various types of offences in Grenada during 2013 and 2014. Among the 133 students arrested, 58.2 percent in 2013 and 59.1 percent in 2014 were between the ages of 12-16. The mean age of arrested student was 15.7 years in 2013 and 16.0 years in 2014.

Approximately 13.85 percent and 6.58 percent of students, who were arrested and charged in 2013 and 2014 respectively, committed a drug-related offense, namely possession of a controlled drug.

Several students were brought to Court for these drug-related charges. Most were given alternative sentences including community orders, or they were sent to attend counselling sessions organized by the Legal Aid and Counselling Clinic, Ministry of Social Development and the Drug Control Secretariat. No student was sentenced to Prisons for such offences.
3. INTERVENTION

3.1 Substance Use Prevention

While upholding the belief that students are responsible for their behaviour and its consequences, the Ministry of Education, Human Resource Development and the Environment acknowledges that some students may need assistance to make changes related to their substance use and related matters. The Ministry is also aware that many students are harmfully affected by the use of alcohol or other drugs, and may require support to cope in this situation. The Ministry of Education, Human Resource Development and the Environment in collaboration with the schools is committed to ensuring that support services, both within and outside of the school, are available to students in need of assistance in these areas.

The Ministry considers prevention as the centre-piece of its anti-drug programme. It holds the view that prevention must involve all stakeholders in the school community, inclusive of students, parents, teachers, non-teaching staff and members of the wider community in which the school is located. In this regard, the Ministry will be proactive, by providing resources toward ensuring that an appropriate level of preventive actions is taken on a sustained and continued basis in all schools.

The Ministry endorses the use of teaching manuals and lessons developed by the Drug Control Secretariat, for use in preschools, primary and secondary schools. Teachers are encouraged to use these documents and adapt them where appropriate. They must ensure adaptation with fidelity when using these documents. Fidelity to these documents is necessary to ensure that the objectives, outcomes and strategies are achieved.

Substance use prevention education and information for parents/guardians or caregivers will reinforce what children are learning about the negative consequences of substance use and related issues.

The National Schools' Policy on Drugs endorses the following positions.

1. A zero tolerance against substance use and related matters on school premises during school functions unless the substance is prescribed by a certified medical practitioner or otherwise provided for under this policy.

---

4 Adaptation: the modification of program content to accommodate the needs of a specific population.

5 Fidelity: the delivery of a manualized prevention intervention program as prescribed or designed by the program developer.
2. No drug, alcohol or tobacco should be used by any student, parent/guardian or school personnel, visitors or other persons, on the school premises during school events.

3. While the Ministry supports the use of personnel from the community to assist schools in the implementation of drug prevention education, persons who are recovering from substance use,

4. Persons who are recovering from substance use and related issues should only be used to conduct drug prevention programmes with prior approval of the Ministry.

3.2 Measures to Protect and Educate Children Against Substance Use and Related Issues

The following is a synopsis of measures taken by the Government of Grenada to protect children and young people against the devastating consequences of drug use.

3.2.1 Legislation

3.2.1.1 Drug Abuse (Prevention and Control) Act, 1992

This law made new provisions with respect to the control of narcotic drugs, psychotropic substances and substances known to be used in the manufacture of narcotic drugs and psychotropic substances. It also created new offences with respect to drug trafficking.

Part V of the Act makes provisions for protecting children against drug use and trafficking. These provisions include:

- Section 21, which makes it unlawful for a person to have a controlled drug in his possession in or within a radius of 100 yards of any school premises. (For this purpose, “school premises” means any nursery school, primary or secondary school, technical institution, training centre, teachers’ college, community college, university or any other educational institution for children or young persons and includes buildings, playing fields or other premises established or maintained by such institutions for the benefit of its pupils or students whether or not such buildings, playing fields or other premises are within the curtilage of the institution.)

- Section 22 makes it unlawful for any person to knowingly and intentionally-
  (a) Employ, hire, use, persuade, induce, entice or coerce a child or young person to contravene any provision of the Act;
(b) Employ, hire, use, persuade, induce, entice, or coerce a child or young person to assist in avoiding detection or apprehension for any offence under the Act;

(c) Receive a controlled drug from a child or young person in contravention of any provision of the Act.

Under section 23, a person who contravenes section 22(1) by knowingly supplying a controlled drug to a child or young person is guilty of an offence.

3.2.1.2 Education Act Cap. 86
The Act makes provisions for imposition of penalties in relation to alcohol-related offences committed by students and teachers in the school environment. It sets out the conditions for the education of students and their general behaviours. It identifies behaviours which are unacceptable by students, including the possession and use of drugs at school. The Education Act also addresses the issue of suspension from school of students for drug-related offences and the roles of the Chief Education Officer and Principals in such suspensions.

3.2.1.3 Juvenile Justice Act, 2012
It establishes a judicial process for children accused of committing offences, to protect the rights of these children and for other related matters. According to the Act, a child means a person under the age of eighteen years. Section 5 of the Act also states, “It shall be presumed that a child under the age of twelve years is not capable of or guilty of committing a criminal offence.”

3.2.1.4 Child (Protection and Adoption) Act, Cap. 44A
This Act establishes mechanism and services to be provided to children who encounter abuses and other forms of neglect. Some of these children experience drug-related problems, such as drug use, and arrests.

3.2.1.5 Liquor Dealers’ Licences Act, CAP 174
The Act relates to the sale of intoxicating liquor. It requires licences for the sale of alcohol, restricts sales to certain times and days, and prohibits sales to minors.

3.2.1.6 Criminal Code Cap. 72A,
It address, inter alia, the subject of criminal responsibility. Section 50 states, “It shall be presumed that a child under the age of twelve years is not capable of or criminally responsible for an act or omission, unless it is proved that at the time of doing the act or making the omission the person had attained sufficient maturity of understanding to judge the nature and consequences of his conduct in the matter in respect of which he or she is accused.”
3.2.2 Formal Education

The drug prevention education is a component of the Health and Family Life Education Programme (HFLE) in all primary schools. The training of teachers to effectively teach HFLE is a key component of the programme. Several teachers have been trained to teach the programme. The Ministry of Education is committed to the expansion of this programme.

Another component of the HFLE program is education regarding sexuality, inclusive of sexually transmitted infections (STIs). It is necessary to educate students about this issue. Further, there is a direct correlation between drug use and STIs; both are lifestyle issues.

3.2.3 Media Programmes

The media is used extensively for the dissemination of information on drug prevention to children and young people. It should be noted that the media provide excellent support to the Government of Grenada in the dissemination of such vital information. Many of the programmes are produced, printed, and broadcast at reduced, or in some cases no cost to the Government.

3.2.4 Ask, Listen, Learn

This is a programme of the Foundation for Advancing Alcohol Responsibility that has been implemented in some primary schools in Caribbean countries, including Grenada, by the Caribbean Breweries Association (CBA). It seeks to reach kids by sparking a conversation about the dangers of underage drinking and continuing that conversation at home with trusted adults. The goal is to help children “Say YES to a healthy lifestyle and NO to underage drinking.”

3.2.5 Training

The Drug Control Secretariat, in collaboration with various Government institutions and Non-Governmental Organizations (NGO’s), conducts several training programmes on various aspects of drug prevention for persons, such as teachers, social workers, and health professionals, who work with children and young people. These programmes are on-going.

The implementation of the Caribbean Prevention, Treatment Training and Certification Program (PROCCER), which commenced in 2015, resulted in the certification of thirty-seven (37); professionals, inclusive of counselors, health care and law enforcement officers, by the University of the West Indies’ (Mona), as drug prevention specialist.
3.2.6 Alternatives: Diversion Programme for Juveniles in conflict with the Law

This programme is designed to equip juveniles, including students who were arrested and charged for drug-related offences, with information and skills that would increase their knowledge base and enable them to lead successful lives. It consists of twelve sessions that focus on topics such as self-awareness, respect, goal setting, decision making, drug abuse, and conflict resolution. The programme is facilitated by the Legal Aid and Counselling Clinic. Attendance to the Court is mandated by the Law.

3.2.7 Juvenile Courts

The Magistrates Courts set aside designated days to address matters pertaining to juveniles who were arrested and charged for criminal offences. Probation Officers, Social Workers, Counsellors, Offices from the Drug Control Secretariat and other relevant professionals participate in these sessions, and provide services to the Courts geared toward the rehabilitation of juvenile offenders. These sessions are closed to the public, including the media.

3.2.8 Grand Bacolet Juvenile Rehabilitation and Treatment Centre

The Government of Grenada reestablished the Grand Bacolet Juvenile Rehabilitation and Treatment Centre in March 2016, as an institution to house juvenile offenders who were arrested and charged for various offences. In accordance with the Juvenile Justice Act 2012, these juveniles cannot be sentenced to Her Majesty's Prisons, and are therefore sent to the Centre, for a period of time as determined by the Court. Remedial, educational, social and other services are provided to the juveniles.

3.2.9. Other Public Education Programmes

The Drug Control Secretariat conducts numerous lectures, video presentations, role-plays, and other activities to educate children about the dangers of drugs. These activities are conducted in schools, community centres, churches, youth camps, and various youth activities.

3.3 Access and Availability of Substances

According to the results of the Third Secondary Schools Drug Prevalence Survey 2013, 38 percent of the students reported the presence of drugs at their school and 57 percent reported that drugs are next to their school. Further, 57 percent of students reported that students bring drugs to school and 50 percent reported that students try/deal drugs at school. However, 25 percent reported seeing students selling drugs at school and 33 percent reported seeing a student use drugs at school. Marijuana was the easiest drug for students to obtain; 38 percent of the students reported it was easy for them to obtain the drug.
Given this situation, the Ministry of Education, Human Resource Development and the Environment, in collaboration with the Royal Grenada Police Force and other key partners, will implement measures to reduce access and availability of drugs to students, particularly in areas of proximity to schools. These measures would include:

1. Non-issuance of occasional liquor licenses to schools and organizations affiliated with the school, for sale of alcoholic beverages at school functions.

2. Removal and prosecution of vendors who sell alcoholic beverages in a public park within 100 yards of a school function.

3. Monitoring of shops, vendors, and other business establishments in the vicinity of schools, to ensure that they possess the required liquor licenses to sell alcohol, and that they do not sell such alcoholic beverages to minors, and engage them in dialogue about their responsibilities with regard to the sale of alcohol to minors.

4. Monitoring schools and premises within the vicinity of the schools, as a deterrent to students and other persons who may offer, sell or distribute drugs to other students or persons.

5. Enforce all legislation, including Part V of the Drug Abuse (Prevention and Control) Act CAP 84, which seeks to protect children and young people, from drugs and related offences.

### 3.4 Students with Special Needs and Special Education

Research studies have found that children with special needs and disabilities, including physical, social, emotional and psychological deficits, are more likely to be at risk for substance use such as cigarette smoking, using controlled drugs and drinking alcohol. Alcohol, tobacco, and other drug use can negatively impact their physical, emotional, and social development, relationships with families and friends, and satisfactory progress in school. In addition, they also face several specific factors for substance use, such as prescribed medications, chronic medical problems, social isolation, and co-existing behavioral problems. Research has also shown that children in special education classrooms often have less socialization practice or skills, and may use substances to feel accepted by their peers.

Substance use prevention programmes have improved greatly in Grenada over the past two decades. However, students with disabilities have been largely neglected in this process, primarily due to the lack of training and resources to conduct prevention programmes for these students. In this regard, the Ministry recognizes these challenges that special needs students encounter, regarding substance use. The Ministry will seek to identify resources and educational approaches and substance use prevention programmes,
that are accessible, culturally and developmentally appropriate, and family-centered, to assist these students, and thereby prevent and reduce substance use among them. Further, the Ministry will also develop appropriate training in drug prevention programmes for Special Education Teachers and Educators.

All reports and incidents of substance use by students with special needs will be handled in a professional manner to protect the students from undue pressures, stigmatization and discrimination.

The enforcement of Part V of the Drug Abuse (Prevention and Control) Act which makes provisions for protecting children against persons who may use them to violate the Act, must be done, with respect to children with special needs and disabilities.

3.5 Medication

The National Schools’ Policy on Drugs reaffirms that children with medical needs have the same rights of admission to a school or setting as other children. It recognizes that some children may have both short term and long term medical needs. The Policy therefore outlines medication (prescription and non-prescription), administration policies, and procedures that focus on safe and efficient medication administration at school. Principals and teachers may need to take extra care in supervising these activities to ensure that these children, and others, are not put at further medical risk.

The Principals and teachers should assess each request for administration or student self-administration of any medication based on national medication policies and guidelines. The assistance of the Ministry of Health and or other medical practitioners may be required in this regard.

Parents/guardians of students who may require the use of medications, should inform the schools about their children's medical needs, including details on medicines they need and pre-existing medical conditions. Children should only take medications to schools when essential; that is, where it would be detrimental to a child's health if the medicine were not administered during the school day.

Schools should also encourage parents to provide permission to their child’s school at the beginning of every academic year, stating what over the counter medications the appointed person at the school can provide to their child.

Principal and teachers must ensure student confidentiality is maintained in all written and verbal communications, regarding the administration of any medication by the school, especially when addressing the public.

Written permission must be obtained by the staff or school officials, from parents or guardians of students, to administer non-prescribed medicine to students.
If a child refuses to take medicine, staff should not force a child to do so. Parents should be informed of the refusal immediately.

Most children with medical conditions can participate in physical activities and extra-curricular sport. In some instances, students must be allowed to be given their medications before a physical activity. They must be allowed immediate access to their medicines. Teachers should not deny the children the right to use their medications in these situations. Staff should maintain the confidentiality, privacy and dignity of children with medical needs at all times.

The administering of performance enhancing drugs to students who are involved in sporting/athletics events by coaches or other sporting officials, should also be monitored by school officials. While there are performance enhancing drugs which are legal, this Policy recommends that parents/guardians should give consent for such drugs to be given to their children. Performance-enhancing drugs which are banned by local, regional international sporting organizations should not be given to student athletes.

3.6 Diagnosis and Treatment

The National Schools’ Policy on Drugs recognizes that some students may encounter medical problems associated with the consumption of substances. These students and their families, would require possibly medical and other therapeutic interventions, by specialized professionals, to address these issues. While there are no medical and therapeutic services exclusively for students who face such challenges, there are some existing services provided both by the public and private sectors which can be accessed to assist these students. The Policy encourages parents and guardians of students who may experience medical and other types of difficulties due to substance use, to access these services, which are available through the public (Ministry of Health) and private sectors. Treatment options include anticipatory guidance, brief therapeutic counseling, school-based drug-counseling programmes, outpatient/day treatment substance abuse clinics, and inpatient and residential programs.

Meanwhile, there are legal and ethical issues to be considered by all parties, regarding the diagnosis and treatment of students who may require medical and therapeutic interventions due to substance use. These issues include: admission of students into treatment programmes with or without obtaining consent of a parent, guardian or other legally responsible person or institution; communication of the diagnosis and treatment of the students and their welfare to other parties without violating legislative or regulatory frameworks, and thereby protecting the privacy and confidentiality of the students.

The Policy upholds the view that consent must be obtained from parents, guardians or other legally responsible person or institution of the students for the diagnosis and treatment of these students, except where the Court orders such diagnosis and treatment.
Additionally, anyone who consents on the students’ behalf, has the right to know the content of the diagnosis and treatment regimen. A Consent Form is available in Appendix 2 of this document.

Treatment which mainly involves counselling especially by Guidance and Counselling officers at the schools should not pose much challenge for parental consent. However, diagnosis and treatment which may be more intrusive and intensive, and require administration of medications, would require full discussions with the parents or guardians, by all parties involved in the process, that is, treatment providers, Ministry of Education and parents or guardians of the students. It must be recognized that if a student poses a threat to his life or that of others as a result of substance use, there is a legal responsibility to provide medical or pharmacological treatment with or without the consent of parents or guardians.

Family and community interventions are also necessary in the treatment and management of substance use by students. Some of these types of family interventions include: Prenatal and Infant Home Visiting; Parenting Programmes; Family Skills Programmes; and Family Therapy Programmes. It should be noted that family-focused intervention strategies can commence prior to birth, such as home visiting programmes, and can focus on changing parenting behaviors, improving well-being of mothers, improving the mother-child relationship, and improving long-term developmental outcomes for youth. Family based interventions can commence at prior to birth, and continue through early childhood, middle childhood and adolescence. Scientific evidence has shown that some family-based prevention programs do show long term effects, effects that are evident from 1 year after the intervention up to 20 years after the intervention.

The privacy and confidentiality of the clients, that is, the students, must be respected and maintained always. Further, students who are being diagnosed and treated for substance use, and their parents or guardians must provide written consent, for disclosure of the medical records, including progress in treatment, to other parties such as the Ministry of Education, schools, and law enforcement authorities.

3.7 Drug Testing

Students who were arrested and charged for drug-related offences, as contained in the Drug Abuse (Prevention and Control) Act, 1992, or any similar legislation, can be requested to undergo drug testing, subject to the order of the Court. The Ministry or school personnel are not authorized to request drug testing of students. Drug tests of students can be requested by the Court.

---

4. DISCIPLINARY PROCEDURES

4.1 Breach of the National Schools' Policy on Drugs

The use, possession, sale, and distribution of alcohol, tobacco products, hemp, controlled drugs or mood-altering substances, e-cigarettes, or drug paraphernalia in the school environment will not be tolerated and is a breach of the National Schools Policy on Drugs. The procedures provided herein will be applied consistently by all members of the school staff, and other parties identified in the Policy, under the direction of the Ministry of Education, Human Resource Development and the Environment, the Principal, and relevant personnel.

The Royal Grenada Police Force may commence legal proceedings against any student who has violated the Drug Abuse (Prevention and Control) Act 1992 or any related legislation.

4.2 Rights of the Students

The Ministry of Education, Human Resource Development and the Environment, Drug Control Secretariat, Royal Grenada Police Force, schools and any other relevant institutions must ensure that the rights of all persons must be respected, maintained and protected, in accordance with all national laws always during the implementation of the Policy. These rights must be maintained when disciplinary measures are being implemented should the policy be breached. They must:

1. Treat all students, teachers, support staff, parents/guardians, visitors equally and fairly;

2. Respect at all times the rights which are enshrined in the Constitution and other legislation of all students;

3. Treat all incidences in a professional manner;

4. React in a manner consistent with the purpose of ensuring the well-being of all students;

5. Maintain the privacy and confidentiality of students who may have committed violations of the Policy;

6. Not discriminate against students who have breached the National Schools' Policy on Drug, and
7. Respect the religious beliefs of students, which may endorse the use of certain controlled substances, including cannabis. The Drug Abuse (Prevention and Control) Act 1992, identifies cannabis as a controlled drug. Therefore, it is an offence for any student to violate the Act, and the National Schools 'Policy on Drugs

4.3 Legal Action

Students who are arrested and charged for any drug-related offence and are fined, sentenced to community service, placed at the Grand Bacolet Juvenile Rehabilitation and Treatment Centre, or given any alternative sentencing by the Court, will be allowed to return to the school which he or she attended prior to his or her arrest, subject to the discretion of the Ministry of Education, Human Resource Development and the Environment.

Law enforcement Officers should deal with investigation of drug-related offences which were committed by students, including arrests of students, in a professional and confidential manner. They should ensure that the rights of students are respected, and where possible, conduct the arrests outside of the school compound. All protocols/guidelines set out in the Juvenile Justice Act, 2012, must be observed by all parties who are involved in the imposition of legal action against students who have committed a drug-related offence.

4.4 Confidentiality

All drug-related matters which involve students must be dealt with in a confidential manner. The Ministry of Education, Human Resource Development and the Environment, school personnel and all other parties who may be involved in dealing with these matters, must ensure that information about them is not disseminated to the public and the print and electronic media. Statements to the media on these matters are forbidden.

Records of students' drug-related offences will be kept securely at the Ministry, under the supervision of the Chief Education Officer. Permission to access these records by relevant authorities such as the police, school Principal, medical personnel and the student’s parents or guardians must be sought from the Chief Education Officer. Such requests can be made verbally or in writing, with justification why these records are needed. The Chief Education Officer reserves the right to deny access to these records if he/she is not satisfied with the justification.

4.5 Reporting Substance Use Activity

Unlawful possession and use of alcohol, tobacco or controlled drugs by students is a breach of the Policy, and is harmful. Students are prohibited from using, being under the influence of, possessing, furnishing, distributing, selling, conspiring to sell or possess, or
being in the chain of sale or distribution of alcoholic beverages, tobacco products, hemp, controlled drugs, drug paraphernalia, e-cigarettes, or other mood-altering substances while at school, or at any school-sponsored event.

All teachers, school personnel, including personnel who are engaged in supervising, officiating, conducting events on behalf of, or in collaboration with the schools, such as, but not limited to sporting officials, counsellors, social and health workers, workers, are required to report immediately to the Principal, Vice Principal, or person designated by the Principal, any breaches of the Policy, whether the breaches occurred on the school premises, or at any other places/events, or after regular school hours.

Principal are required to report to the Ministry of Education, Human Resource Development and the Environment, any violations of Policy by students, teachers, Counsellors, Librarians, School Security officers, Visitors, Parents/Guardians, of the school.

4.6 Guidelines for Searches of Students and Seizures of Controlled Drugs

Schools can conduct individual or random searches for controlled drugs and paraphernalia, once they have reasonable suspicion. Reasonable suspicion is determined when there are reasonable grounds that the searches would provide evidence that the students have conducted a drug-related infraction, or possess controlled drugs, unauthorized substances, and drug paraphernalia. It must not be discriminatory and based on factors such as socio-economic status of students, places of residence of the students.

The following guidelines should be observed when conducting searches for controlled drugs, unauthorized substances, and drug paraphernalia:

1. Any student suspected of being in possession of alcohol, tobacco products, hemp, controlled drugs or mood-altering substances, or drug paraphernalia, should be reported to the Principal immediately by a school staff member. The school staff member will also assume possession of the substance and turn it over to the Principal. The student should not be left unattended during the process.

---

7 The Education Act, 2002, section 128 (i) states inter alia that a teacher must report to the Principal any condition or circumstance that might reasonably threaten the health or safety of students or other employees of the institution,

8 The Education Act, 2002, section 17 (a) states, 'Every student enrolled in a public educational institution or assisted private school educational institution must observe any code of conduct for students and other rules and policies for students specified'. The National Schools' Policy on Drugs of the Ministry of Education and Human Resource Development gives schools the necessary authorization to conduct individual or random searches.
2. The Principal will retain the alcohol, tobacco product, hemp, controlled drug or mood-altering substance or drug paraphernalia as evidence, and inform the Ministry immediately. The Ministry will make necessary arrangements for the police to collect any controlled drugs that were confiscated.

3. The Principal will ask for the student's cooperation in emptying pockets, purses, bags and knapsacks, etc.

4. The search of the student's bag and personal effects will include a witness and the student.

5. Documentation of any seizure should occur as soon as possible. Students will be notified by the Ministry of the conditions of documentation and that, other than being released to parents and police when necessary, this information is confidential.

6. Restrict access, display, and handling of any controlled drugs, unauthorized substances, and drug paraphernalia, which may be found.

7. Strip searches, such as the removal (partial or complete) of any article of clothing by teachers, school support staff, or Education Officers are prohibited.

8. Body cavity searches are prohibited.

9. School officials must not conduct searches of students of the opposite sex.

10. The searches must not be excessively intrusive, humiliating or degrading to the students.

11. Searches of the students’ electronic equipment (mobile phones, laptops, tablets etc) to obtain information regarding drug-related offences is prohibited. There is no legislation which gives teachers or school officials authorization to engage in such activities.

12. The rights of students, teachers, Counsellors, librarians, School Security officers, Visitors, Parents/Guardians, of the school, must be respected, during this process.

13. Searches should be conducted in privacy, where applicable. A witness must be present when the searches are being conducted.

14. Principals, teachers and other school personnel are not authorized to participate in media interviews regarding searches and the discovery of controlled drugs, unauthorized substances, and drug paraphernalia.
15. The broadcast, distribution of photographs, videos or any description or discussion of the searches and contents found, via any print or electronic format is prohibited.

Appendix 4 provides guidelines to be observed when conducting searches, and for the confiscation of controlled drugs. Additional guidelines would be developed, where necessary by the Ministry and Police, to assist teachers and other personnel in this regard.

4.7 Procedures

The schools, Ministry of Education and Human Resource Development, and other relevant authorities should implement the following disciplinary actions if a student is found to have used alcohol, tobacco products, hemp, controlled drugs or mood-altering substances, e-cigarettes, or any product, including juices, water, foods, confectioneries which may contain any of the aforementioned substances, or possess drug paraphernalia at school or during school activities, or commit any drug-related offences.

Should the above actions occur the Principal or designated personnel will:

1. Confiscate, mark, initial, date and preserve any alcohol, tobacco products, hemp, controlled drugs or mood-altering substance, e-cigarettes, or drug paraphernalia found. Principals or the relevant school officials must document his information on the form in Appendix 2. This form must be submitted to the relevant officers who would visit the school to investigate the said incidents.

2. Conduct a search of the students’ bags and personal effects to determine whether there are other substances or paraphernalia. The search must be conducted in the presence of another teacher of the same sex as the student.

3. Confiscate, mark, initial, date and preserve any additional substances or paraphernalia found, including taking a photo (s) of the substances or paraphernalia confiscated. Principals or the relevant school officials must document his or her information on the form in Appendix 2. This form must be submitted to the relevant officers who would visit the school to investigate the said incidents.

4. Advise the students that they have violated the Policy or country's laws (whichever is appropriate) and of the possible consequences of their action.
5. Inform the Drug Control Secretariat immediately about the drug-related incident\(^9\). The Drug Control Secretariat will inform the Chief Education Officer or designated Officer in the Ministry of Education, Human Resource Development and the Environment, and contact the Drug Squad of the Royal Grenada Police Force or the nearest Police Station, on the matter. It will make necessary arrangements for the confiscation of the substances or paraphernalia and for further investigations to be conducted.

6. Inform the parents or guardians verbally and in writing, about the situation and disciplinary procedures.

7. Liaise with the Drug Control Secretariat to arrange a meeting with the student, parents/guardians and the Drug Control Secretariat and the Police to discuss the violation. The Drug Control Secretariat will determine whether any additional authorities are needed at the meeting. The Police may take appropriate action as the situation warrants at any stage of the process.

8. Record the student’s infraction of the drug policy.

9. Submit a written report on the matter to the Chief Education Officer within forty-eight (48) hours of the incident.


11. Upon receipt of the results of the investigation by the Ministry, proceed to suspend the students from all school activities for ten (10) school days, in accordance with the Education Act, 2002, should the results of the investigation indicate that a suspension is warranted.

12. Issue a letter of suspension to the Parents/Guardians of the students, and inform them of the nature of the offence and the terms of the suspension. A copy of the said letter must be sent to the Chief Education Officer of the Ministry of Education, Human Resource Development and the Environment.

---

\(^9\) In situations where is student may be intoxicated and behaves in a violent manner or engages in activities which may harm the well-being of other persons at the school, the Principal or designated personnel can contact the Police immediately. However, the Principal or designated personnel should also notify the Drug Control Secretariat about the situation.
13. The Ministry of Education, Human Resource Development and the Environment and the school will make arrangements for appropriate follow-up with the student, and his or her parents and legal guardians. This may include referral for medical or counselling services.

14. The student will be required to attend sessions of counselling and drug prevention education, arranged by the Drug Control Secretariat, the Student Support Services Unit and or the School, and provide other necessary support. The number of sessions will depend on the response of the student to the sessions. The parent, guardian or person legally responsible for the child must sign the Consent Form (Appendix 3), to grant permission for the counselling, or any medical supervision which may be required.

15. The counselling sessions will be held at the school, at designated periods arranged by the Drug Control Secretariat, or School, or relevant institutions.

16. The student and his or her parents or guardians will be required to sign the Substance Use Prevention Contract (see Appendix 4) prior to the student’s return to school. This will be arranged by the Drug Control Secretariat.

4.8 In-school Suspension

The Ministry recognizes that in accordance with the Education Act 2002, drug offences in schools are deemed as major offences, and Principals can suspend students for such offences for a period of ten (10) days. However, the Ministry encourages Principals to use in-school suspensions and counseling sessions for drug violations in place of the ten (10) day out of school suspension. The Principals must issue a letter of suspension to the Parents/Guardians of the students, and inform them of the nature of the offence and the terms of the in-school suspension. A copy of the said letter must be sent to the Chief Education Officer of the Ministry of Education, Human Resource Development and the Environment.

The Ministry is cognizant of its role, inclusive of the schools, in promoting the education of all students. It also recognizes that the safety and well-being of students is important. Given this situation, the Ministry is of the view that while it may be necessary for Principals to implement an out of school suspension, this suspension should be done on a limited basis, and the period should not be necessarily for the maximum of 10 days. Further, the out of school suspension does not adequately allow for any remedial actions to be taken by the school, the Ministry or other relevant parties.
Meanwhile, statistical data shows that suspension for drug-related offences would be applicable to a minority of students. Most schools would not be required to implement either an out of school or in school suspension for drug offences, since such offences tend to be committed by a minority of students.

During in-school suspensions, the student would be exempted from participation in school events such as competitions, sporting events, and representing the school at various events. They would be required to attend counselling and other remedial sessions at specific times, as arranged by the Drug Control Secretariat, Student Support Services Unit or the school. In-school suspension provides a safe environment in which the student can be supervised and given appropriate guidance.

1. Schools are also encouraged to pursue the following initiatives as part of the in-school suspension and follow-up activities:

2. Establish a mentorship program, in which the students who violate the Policy can be paired with other students who exhibit positive behaviours, as a strategy to promote positive behaviours by the offending students.

3. Recognize and reward the offending student, when he or she engage in positive behaviours.

4. Encourage the offending student to become a positive role models.

5. Assign the offending student tasks which would require him or her to undertake some responsibilities. These tasks should not be menial, degrading or humiliating, or endangering the safety and well-being of the students.

6. Offending students should become involved in at least one extra-curricular activity in which they can develop positive skills and attitudes.
5. IMPLEMENTATION

5.1 Plan of Action

The following table presents a Plan of Action, which encompasses seven (7) components:

1. Monitoring and evaluation
2. Communication
3. Training
4. Implementation
5. Legislation
6. Data
7. Policy revision

The Ministry, through the Drug Control Secretariat, would be the main institution responsible for implementation of the Plan of Action. It would work in collaboration with relevant stakeholders in the design, implementation and monitoring and evaluation of the Policy.

The Policy Implementation Plan of Action is presented in Appendix 1 of the document.

5.2 Communication

A key issue in the implementation and overall management of the National Schools' Policy on Drugs, is the ability to manage communication about the strategy as part of the implementation process.

The following table summarizes key elements which would guide the overall communication about the Policy.
### National Schools’ Policy on Drugs, Grenada, 2016

<table>
<thead>
<tr>
<th>Policy Custodian</th>
<th>Government of Grenada</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the policy for?</td>
<td>The purpose of the National Schools Policy on Drugs is to provide guidelines for the management of substance use and related matters in schools in the State of Grenada.</td>
</tr>
<tr>
<td>Who is the policy for?</td>
<td>The National Schools Policy on Drugs is to be implemented in all educational institutions in Grenada, Carriacou and Petite Martinique, except universities and community colleges.</td>
</tr>
</tbody>
</table>
| Stakeholders | • Ministry of Education, Human Resource Development and the Environment  
• Principals, Teachers, and support staff  
• Students  
• Parents/Guardians  
• Managers, School Boards  
• Grenada Union of Teachers  
• Royal Grenada Police Force  
• Ministry of Health  
• Judiciary  
• Ministry of Social Development |
| When does the policy come into effect? | January 2017 |
| What are the potential barriers to successful implementation? | Potential Barriers:  
• Lack of knowledge/information about the Policy by stakeholders.  
• Failure by stakeholders to implement the Policy.  
• Lack of monitoring and evaluation of implementation |
| How will they be overcome? | Strategies to overcome potential barriers.  
• Design and Implementation of a communication strategy.  
• Monitoring of Policy implementation.  
• In-person meetings with stakeholders. |
| What is the impact of the policy? | • Delayed age of initiation of substance use among students.  
• Reduced prevalence and incidence of substance use among students.  
• Greater efficiency in managing substance use and related issues in schools. |
The communication strategy presented hereunder would be used to promote the Policy and coordinate its implementation, monitoring and evaluation.

<table>
<thead>
<tr>
<th>Communication Category</th>
<th>Communication Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>One to one, small group, emails, telephone calls and other activities that allow personal listening and response</td>
</tr>
<tr>
<td>Organizational</td>
<td>Lectures, seminars, debates, meetings, memos, newsletter, workshops, displays</td>
</tr>
<tr>
<td>Community</td>
<td>Local radio, talks, seminars, debates, local newspapers, billboards, bus tickets, health fairs</td>
</tr>
<tr>
<td>Public/Media</td>
<td>Newspapers, television, radio, internet, mobile phones</td>
</tr>
</tbody>
</table>

5.3 Monitoring and Evaluation

The process of implementation, monitoring and evaluation of the Policy will include the following actions:

1. Establishment of benchmark of performance
2. Measurement of performance
3. Analysis of variance
4. Take corrective actions

Various methods would be used by the Ministry of Education, Human Resource Development and the Environment to monitor and evaluate the implementation of the Policy. These methods include, but not limited to:

1. Focus groups studies/discussions
2. Questionnaire surveys
3. Quota sample
4. Analysis of records submitted by schools on drug-related incidents
5. Observation
6. Interviews
7. Statistical analysis
8. Documentation
9. Process evaluation
10. Questionnaire surveys

The following set of questions will be the centre-piece of the monitoring and evaluation process, and would be used to determine the overall success of the Policy, and the need for review and amendment:

1. Were the objectives of the Policy achieved?
2. Did the original objectives remain in place?
3. What has actually been implemented?
4. Has the problem itself changed?
5. What relevance does the Policy now have?
6. What were the outcomes? Were they anticipated or not?

5.4 Measuring Effectiveness

Determining the effectiveness of the National Schools’ Policy on Drugs would require monitoring and evaluation of critical policy indicators. Some of these data are currently collected and available as part of existing national surveillance activities. Additional data should be collected in support of this Policy, in the following areas:

1. Process measures
   - Number of violations of the Policy
   - Number of in-school and out-of-school suspensions

2. Substance Use
   - Prevalence of drug consumption
   - Incidence of drug consumption
- Average age of substance use initiation
- Number of students placed in detention, or sent the juvenile institution for substance use infractions.
- Number of students sentenced by the Courts to perform community service

3. Health effects and other related harms
   - Morbidity and mortality relating to substance use among students
   - Number of students who receive substance use treatment
   - Incidence and prevalence of other substance use-related harms, including chronic conditions

5.5 Budget

All aspects of the implementation of the Policy requires in-kind support from the Government of Grenada. This in-kind support would be primarily technical assistance/services to be provided by relevant Ministries/Departments, through the various Officers such as Counsellors, Law Enforcement Officers, Education Officers, Principals, Teachers and any other required personnel. There are adequate personnel to provide all services which may be required for the implementation of the Policy.

Meanwhile, the implementation of training programs for teachers, and community-based personnel would incur some costs. The costs for these activities would be detailed in the annual budgets of the Ministry of Education, Human Resource Development and the Environment. In addition, funding would be sought from local, regional and international sources for these activities.
6. CONCLUSION

The Ministry of Education, Human Resource Development and the Environment is confident that the implementation of the National Schools’ Policy on Drugs will reduce accessibility of substances at schools, and act as a deterrent to alcohol, tobacco and other substance use and related behaviours, and provide a safe, healthy and substance use-free environment to support student development and academic achievement.

The Ministry is committed to making available, resources and personnel, where possible, to achieve the desired results of the Policy.
REFERENCES

Grenada Drug Epidemiology Network (GRENDEN Statistical Report of Indicators 2014
Ituah, Livio; Final Analytical Report: Secondary School Students Arrested in Grenada during years 2013-2014, St. George’s University; PUBH 890 Spring 2015
National Association of School Nurses, United States of America 2016
Drug Abuse (Prevention and Control) Act 1992
Education Act 21, 2002
Juvenile Justice Act, 2012
Child (Protection and Adoption) Act, Cap. 44A
Policy for the Management of Substance Use in the Education System, Jamaica, 2004
School Policy on Drug Abuse and Prevention, Republic of Trinidad and Tobago, 2005
Module 1: Minimum Quality Standards For A Drug Abuse Prevention Programme (CICAD), 2013
# APPENDIX 1

## Policy Implementation Plan of Action

<table>
<thead>
<tr>
<th>Component</th>
<th>Input</th>
<th>Performance Indicator</th>
<th>Target</th>
<th>Verification</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring and evaluation</td>
<td>Monitoring and evaluation exercises</td>
<td>Visits to schools to monitor implementation and to resolve any difficulties which may arise Reports on policy implementation: results achieved, challenges encountered, lessons learnt Number of process evaluation exercises Final evaluation</td>
<td>Schools</td>
<td>Progress reports</td>
<td>Drug Control Secretariat</td>
<td>2017 - 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Education Officers Principals</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Public Service Announcements (PSA’s) on drug prevention Production and broadcast of PSA’s</td>
<td>Students Visual communication s products</td>
<td>Public</td>
<td>Sensitization programmes</td>
<td>Drug Control Secretariat</td>
<td>2018 - 2021</td>
</tr>
<tr>
<td></td>
<td>Sensitization of the public about the Policy</td>
<td>Use of various medium (media, lecture/discussions, seminars etc)</td>
<td>Public</td>
<td>Sensitization programmes</td>
<td>Drug Control Secretariat</td>
<td>2017 - 2022</td>
</tr>
<tr>
<td>Component</td>
<td>Input</td>
<td>Performance Indicator</td>
<td>Target</td>
<td>Verification</td>
<td>Responsibility</td>
<td>Timeline</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>Community-based programs</td>
<td>Conduct community-based programmes</td>
<td>Public</td>
<td>Programmes implemented</td>
<td>Drug Control Secretariat</td>
<td>2017 - 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Training content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher training</td>
<td>Training of teachers in the design and implementation of drug prevention programmes</td>
<td>Train teachers to design and implement drug prevention programmes</td>
<td>Teachers</td>
<td>Teachers trained</td>
<td>Drug Control Secretariat</td>
<td>2017 - 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Training content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug prevention (universal, selective, indicated) programmes for students</td>
<td>Conduct drug prevention programmes</td>
<td>Conduct drug prevention programmes</td>
<td>Students</td>
<td>Prevention programmes for students</td>
<td>Drug Control Secretariat</td>
<td>2017 - 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Training content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training of teachers and other school personnel in matters pertaining to search and seizure of substances from students.</td>
<td>Design training programmes</td>
<td>Design training programmes</td>
<td>Teachers</td>
<td>Teachers trained</td>
<td>Drug Control Secretariat</td>
<td>2018 - 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Training content</td>
<td>Royal Grenada Police Force</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Implementation of procedures</td>
<td>Implement guidelines and procedures outlined in the Policy</td>
<td>Teachers</td>
<td>Progress reports</td>
<td>Drug Control Secretariat Education Officers</td>
<td>2017 - 2022</td>
</tr>
<tr>
<td>Data</td>
<td>Survey on prevalence of drug use by secondary school students</td>
<td>Survey design &amp; implementation</td>
<td>Students</td>
<td>Surveys conducted</td>
<td>Drug Control Secretariat</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students arrested and charged for drug-related offences</td>
<td>Data collection mechanism</td>
<td>Data collected on students arrested and charged for drug-related offences</td>
<td>Students</td>
<td></td>
<td>Grenada Drug Epidemiology Network (GRENDEN)</td>
<td>2017 - 2022</td>
</tr>
<tr>
<td>Students admitted for treatment due to drug consumption</td>
<td>Data collection mechanism</td>
<td>Data collected on students admitted for treatment due to drug consumption</td>
<td>Students</td>
<td></td>
<td>Grenada Drug Epidemiology Network (GRENDEN)</td>
<td>2017 - 2022</td>
</tr>
<tr>
<td>Component</td>
<td>Input</td>
<td>Performance Indicator</td>
<td>Target</td>
<td>Verification</td>
<td>Responsibility</td>
<td>Timeline</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>-----------------------</td>
<td>--------</td>
<td>--------------</td>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Legislation</td>
<td>Amend the Liquor DealersLicences Act, to includeinter alia, the following:</td>
<td>Amendment of legislation</td>
<td>Public</td>
<td>Legislation amended</td>
<td>Ministry of Legal Affairs Cabinet Parliament</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>• Prohibit issuance of licences for sale of alcoholic beverages at school functions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prohibit sale, distribution and supply of alcoholic beverages at school functions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Increase age for purchase of alcohol from 16 to 18 years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prohibit the sponsorship of school events and programs, by alcohol distributors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prohibit alcohol advertisements on fixed signs within 150m of schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prohibit sale of alcohol products by holders to occasional licences, within 500 yards of school functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy revision</td>
<td>Enact legislation to control sale and distribution of tobacco and tobacco products, and electronic cigarettes to minors</td>
<td>Legislation drafted</td>
<td>Public</td>
<td>Legislation enacted</td>
<td>Ministry of Legal Affairs Cabinet Parliament</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policy revision</td>
<td>Commence revision of the Policy</td>
<td>Ministry of Education Draft policy</td>
<td></td>
<td>Drug Control Secretariat</td>
<td>2022</td>
</tr>
</tbody>
</table>
### APPENDIX 2

**Form: Record of Drug Seizures at Schools**
The following MUST be completed by the Principal or designated Teacher when substances are seized by Schools. It MUST be submitted to the Drug Control Officer or designated Officer(s) when they visit the School to investigate a reported drug seizure.

1. Date and time of seizure
2. Name & address of school

3. Name(s) of the suspected drug(s) seized

4a. Was the drug(s) found in the possession of a student?
   Yes ( )   No ( )

4b. If no, state the location where the drug(s) was found?

5. Name and address of residence of the student(s) in whose possession the drug was found (if applicable)

6. Brief description of the circumstances surrounding the seizure

7. Name of teacher or school official who found the drugs

8. Did any person witness the drug seizure?
   Yes ( )   No ( )

9. Name of person who witnessed the drug seizure (if applicable)

10. Name of Principal or school official who completed the Form
11. Name and work address of Officer who collected the Form
Attachment:

Photograph (s) of the suspected drugs and or paraphernalia seized: (This photograph could be taken by the Police and or Drug Control Secretariat, at the school)

---

**APPENDIX 3**

Consent Form to Treat Students

Please print all information:

I, ____________________________, parent or legal guardian of
______________________________ do hereby consent to any supervision, counselling, medical care, or remedial activities to be necessary for the welfare of my child while said child is under the care of ____________________________.

This authorization is effective from ______________.

Child’s Full Name: ___________________________________________________

Date of birth: ____________________________________________

Home address of parent/guardian: _______________________________________

Parent/guardian Telephone #: ________________________

Cell # ___________________________

Signature of Parent or Legal Guardian

This authorization is effective from ______________.

______________________________  ______________________________
Witness Signature  Witness Name (please print)

APPENDIX 4

Substance Use Prevention Contract

Student:

I hereby admit that the possession, use, sale and distribution of alcohol, tobacco products, hemp, controlled drugs, other mood-altering substances, e-cigarettes, or drug paraphernalia are wrong and harmful. I apologize to the Principal, staff and students of my school, my parents/guardians, friends and the Ministry of Education, Human
Resource Development and the Environment, for committing a drug-related offence. I am truly sorry for committing this serious offence. I therefore agree to:

(i) Refrain from using, being under the influence of, possessing, furnishing, distributing, selling or conspiring to sell or possess, or being in the chain of sale or distribution of alcoholic beverages, tobacco products, hemp, controlled drugs, other mood-altering substances, electronic cigarettes, or drug paraphernalia.

(ii) Co-operate with the Ministry of Education, Human Resource Development and the Environment, school authorities and other relevant authorities in their investigation of any drug-related incident of which I may have information, and to prevent the possession, use, sale and distribution of alcohol, tobacco products, hemp, controlled drugs, other mood-altering substances, electronic cigarettes, or drug paraphernalia in or around my school.

(iii) Report to the school authorities any irregular behaviour that I observe in relation to the possession, use, sale and distribution of alcohol, tobacco products, hemp, controlled drugs, other mood-altering substances, electronic cigarettes, or drug paraphernalia which may have occurred at school, or during any school activities, by any students.

(iv) Be a positive role model to my peers by resisting drugs, violence and other forms of behaviour which are not suitable for students.

(v) Become involved in some form of extra-curricular activity so as to divert my attention from drugs.

(vi) Encourage, support and actively participate in any drug prevention education programmes which may be organized by the Ministry of Education, Human Resource Development and the Environment, school authorities or other relevant authorities and which would enable me to be a better student.

(vii) Accept full responsibility for fulfilling the terms of this Contract.

I understand that violation of this Contract will be reported to the Ministry of Education, Human Resource Development and the Environment, the school authorities, and my parent or guardian. Any violation of this Contract will result in the imposition of disciplinary measures or corrective measures which may be deemed necessary by the Ministry of Education, Human Resource Development and the Environment, school authorities or any relevant authorities.
APPENDIX 5

Guidelines:
Conducting Searches and
Confiscation of Controlled Drugs

The Principal or teacher must explain to the student that a random search will be conducted, and the reason why it is being done. Inform the student that he or she is not the only one that may be searched.

Conducting Searches of Students for Controlled drugs

Guidelines

i. A reason should be established for the search.

i. Never allow a male to search female, or vice versa.

ii. Search should be conducted in the presence of a witness.

iii. The Drug Control Secretariat must be contacted promptly on any findings.

iv. Conduct the search in a discreet and orderly manner.

v. Always be in control and be focused.

vi. Use an appropriate room to conduct the search, if it’s a small number of students being searched.

vii. Avoid aggressive confrontation with the students during the search.

viii. When searching bags, all contents must be removed, and all pockets and voids, that can be used for concealment, must be examined and searched carefully.

ix. Persons conducting searches (school security, teachers etc.) may be rotated, to obtain the desired effect of a random search operation.

x. Maintain records of controlled drugs or unauthorized items were found during the search.
ALWAYS:

i. Notify the Ministry of Education that a student has drugs in his/her possession.

ii. Place the drug in a secure area and restrict access to the area.

iii. Restrict handling of the drug.

iv. Use appropriate protective wear, such as rubber gloves, to handle the drug, where possible.

v. If any drugs are found, inform the student (s) that these items would be confiscated.

vi. Let the student see the items that are found.

vii. Document the items found (description, date etc)

viii. Wash your hands properly after handling any confiscating the controlled drugs.

ix. Bathe and change your clothing immediately, if the drug is in liquid form and such liquid spills on any part of your person.

NEVER:

i. Smell, taste, or swallow the substance/drug.

ii. Inform unauthorized personnel, including the media of any about drug seizures.

iii. Conduct strip searches of students (removal of articles of clothing).

iv. Engage in physical confrontation, fights etc. to seize drugs from a student.

v. Remove the drug from the school compound, unless authorized to do such by a member of the Royal Grenada Police Force.

vi. Display the drugs for staff or members of the public to view or handle.
vii. Allow the suspect to leave the school compound, unless authorized to do so by a member of the Royal Grenada Police Force or the Ministry of Education.