

A QUALITATIVE CASE STUDY OF STUDENT PERCEPTIONS OF A RANDOM DRUG
TESTING POLICY

A Dissertation by

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DEDICATION

I would like to acknowledge my late Grandma Chard for her steadfast belief and the importance she placed in education. Although her children were not college graduates, she was extremely proud of all nine of children graduating from high school.

I would also like to give thanks to my late Aunt Jennie for the many, many books she read to me as a child. I give much credit to her for my love of reading.

Lastly, I dedicate this endeavor to both my daughters. I hope they will always value their education and continue to be life-long learners. For Paige, who is in her first year of teaching, I hope she finds time to listen to children's voices and finds as much happiness working alongside students to help them grow and succeed, as I have. For Britte, I hope she continues her journey in education. She has many talents and strengths to offer. Both are greatly loved.

ABSTRACT

This qualitative study involved high school students in focus groups and individual interviews who shared their perceptions of a random drug testing policy and its implementation in the fall of 2007 at their suburban high school. Student voices were captured and shared, as well as data shared regarding student responses on The Communities That Care Survey which is given yearly to all sophomores and seniors.

There were strong perceptions from students regarding the implementation of random drug testing and students shared these perceptions openly and often strongly. However, students were not well-informed as to why the policy had been implemented nor about the random drug testing procedures and consequences to testing positive. Students voices were heard, but until policy makers and decision makers in schools begin working alongside students to teach students how to have a voice, students voices may remain ignored. Students were able to a coherent and effective critique regarding some of the issues; however, students lacked a clear understanding of the policy.

The study used micropolitics and student voice as its theoretical framework. The study also researched random drug testing policies and practices in schools. The study also has valuable recommendations and implications for policy makers who are contemplating instituting any new policies that affects those at the bottom of the hierarchy in schools, the students.

TABLE OF CONTENTS

Chapter	Page
1	RESEARCH PROBLEM.....1
	Research Problem2
	Purpose of the Study and Research Questions.....4
2	THEORY AND LITERATURE REVIEW6
	Theoretical Framework.....6
	Micropolitical Systems Theory..... 8
	Policy-making in the School Bureaucracy..... 9
	Critical Social-Theory: Voiced Research 13
	Review of Research and Related Literature.....15
	Legal Context for Random Drug Testing Policies: Fourth Amendment Rights in Public Schools 15
	Prevalence and Practice of Random Drug Testing in Schools 19
	Random Drug Testing in Schools: What the Critics Say..... 21
	Drug Testing is Ineffective in Deterring Students from Using Drugs 22
	Drug Testing Policies are Punitive and Coercive 23
	Zero-Tolerance Drug Testing Policies..... 24
	Drug Testing Programs are Big Business 25
	Drug Testing is a Breach of Students’ Confidentiality..... 26
	Drug Testing: What Is Effective? 26

TABLE OF CONTENTS (continued)

Chapter	Page
Student Voices	28
3 RESEARCH DESIGN AND METHODOLOGY	31
Researcher Positionality	33
Research Site: Maple, Kansas USD 510.....	35
The Maple School District.....	35
Maple Senior High School.....	36
Data Collection Methods and Analysis.....	38
Study Participants	38
Focus Groups... ..	39
Interviews.....	42
Analysis of Focus Group and Interview Data.....	44
Review and Analysis of Documents	45
Protection of Human Subjects	47
Research Quality.....	47
4 RANDOM DRUG TESTING AND DRUG USAGE: STUDENTS PERCEPTIONS	50
Research Questions.....	50
USD 510 Random Drug Testing Policy	51
Random Drug Testing Process at MNHS	53
Number of Students Tested and Their Results	54
Perceptions of Maple Senior High School’s Random Drug Testing Policy.....	55

TABLE OF CONTENTS (continued)

Chapter	Page
Students Had Misconceptions About the Drug Testing Policy	55
Students Believe the Random Drug Testing Policy Does Not Deter Drug Usage	57
Students Believe Random Drug Testing is Not Random	60
Students Believe Random Drug Testing is Punitive and Humiliating.....	62
Students Believe Random Drug Testing Encroaches on Their Personal Lives	66
Students Believe Random Drug Testing for Students Out for Sports is Acceptable.....	67
Students Believe Money Spent for Random Drug Testing Should be Used in Classrooms.....	69
Perceptions of Drug Usage at MNHS.....	71
Students Understanding and Beliefs About Drug Usage at MNHS	71
Perceptions of Availability of Drugs at MNHS	73
Talk of Drug Use at MNHS	74
Prescription Drug Problem	77
Communities That Care Survey.....	78
Maple Senior High School Communities That Care Results	79
Problem Behavior Senior Data	83
Problem Behavior Sophomore Data	91
School Domain Senior Data.....	94
School Domain Sophomore Data.....	100
High School Students Perceptions of The Communities That Care Survey.....	106

TABLE OF CONTENTS (continued)

Chapter	Page
Students Perceptions of a Positive Drug Program	107
Summary of Findings: Reported Drug Usage.....	108
Summary of Findings: Protective Factors.....	109
5 CONCLUSIONS AND IMPLICATIONS.....	111
Conclusions.....	112
Students Lacked a Clear Understanding of the Random Drug Testing Policy... 112	
When We Don’t Teach Them to Have a Voice, We Get Hearsay..... 114	
Students Voiced a Coherent and Effective Critique of the Policy..... 115	
Students Talked a Lot About Talk – Is This a Way to Resist the Policy?..... 118	
Drug Usage: Difficult to Obtain True Reflection of Use..... 119	
When Fear Predominates: Underground Resistance Emerges 120	
Without Data it is Difficult to Gauge Results of Policy 121	
Implications.....	122
Provide Opportunities for Students to be Heard..... 122	
Be Transparent and Keep Statistical Data 125	
Use Voice for a Positive Change 127	
Examine Parent Perspective..... 128	
Inform Teachers, Students, Staff, and Community of The CTC Survey Results 129	
Recommendations.....	130
REFERENCES	135

TABLE OF CONTENTS (continued)

Chapter	Page
APPENDICES	
APPENDIX A	148
APPENDIX B	149
APPENDIX C	150
APPENDIX D	153
APPENDIX E	160
APPENDIX F.....	164
APPENDIX G.....	212

LIST OF TABLES

Table	Page
1. Percent of MDMA (Ecstasy) Use by High School Seniors from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime.....	83
2. Percent of LSD and Psychedelics Use by High School Seniors from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime.....	85
3. Percent of Methamphetamines Use by High School Seniors from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime.....	86
4. Percent of Cocaine/Crack Use by High School Seniors from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime.....	88
5. Percent of Prescription Stimulants Use by High School Seniors from Maple, Jamesson County, and Kansas during 2010 in the Last 30 Days and During Their Lifetime.....	89
6. Percent of Prescription Tranquilizer Use by High School Seniors from Maple, Jamesson County, and Kansas in 2010 for the Last 30 Days and During Their Lifetime.....	90
7. Percent of Prescription Pain Relievers Use by High School Seniors from Maple, Jamesson County, and Kansas in 2010 for the Last 30 Days and During Their Lifetime.....	91
8. Percent of MDMA (Ecstasy) Use by High School Sophomores from Maple, Jamesson County, and Kansas in 2010 for the Last 30 Days and During Their Lifetime.....	92
9. Percent of Methamphetamines Use by High School Sophomores from Maple, Jamesson County, and Kansas in 2010 for the Last 30 Days and During Their Lifetime.....	93
10. Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas With Opportunity to be Part of Class Discussions/Activities.....	94

LIST OF TABLES (continued)

Table	Page
11. Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas with Opportunity to Decide Class Activities/Rules	95
12. Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas Asked to Work on Special Projects.....	96
13. Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas Who Have Opportunity to Talk with Teachers One-on-One	97
14. Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas Praised by Teachers for Hard Work.....	98
15. Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas Never Enjoy Being in School; Always Hate Being in School.....	99
16. Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Who Have Opportunity to be Part of Class Discussions/ Activities	100
17. Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Who Have Opportunity to Talk With Teacher One-on-One.....	101
18. Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Whose Teachers Notice Doing a Good Job and Let Them Know	102
19. Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Praised by Teachers for Hard Work.....	103
20. Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Reporting School Lets Parents Know When They Have Done Well.....	104
21. Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Never Enjoy Being in School; Always Hate Being in School	105

LIST OF FIGURES

Figure	Page
1. A Model for Power and Influence in Educational Policy Making.....	14
2. Social Development Strategy for Prevention.....	85
3. Pyramid of Student Voice.....	136

CHAPTER 1

RESEARCH PROBLEM

As a nation, Americans agree they want the workplace to be a safe, drug-free environment, and they want their students to be drug free (McCray, 2000; Office of Juvenile Justice and Delinquency Prevention, 1998). Americans want schools that are a safe place where their children learn free from the influences of violence and drugs.

Illegal drug use in the United States increased in the 1960's and 1970's. American society grew concerned and alarmed and an aggressive United States government waged a *war on drugs*. A number of public and private employers instituted mandatory drug testing programs to identify workers who used drugs. In 1990, 81% of companies with over 25,000 employees performed random drug testing (Rothstein, 1991).

School systems, aware of the heightened concern of employees' drug use in businesses and the messages being sent from public officials regarding youth drug usage, were urged to address the issue of student drug usage. During the early 1980's and 1990's school officials in charge of schools across the United States were bombarded and subjected to constant pressure from the environment surrounding it (Brown, 1978; Marshall & Scribner, 1991) regarding students using illicit drugs. In response to this pressure, schools began subjecting students to random drug testing policies regardless of any questionable behaviors or suspicions of drug use by students (Yamaguchi, Johnston, & O'Malley, 2003). The federal government with its *war on drugs* and persistent messages to schools was one external variable prompting schools to enact policies to deal with the perception of rampant student drug usage. At the federal level, the U.S. Department of Education has provided grants to fund drug education and testing as a provision

of NCLB's Safe and Drug-free Schools and Communities Act. Federal and state grants awarded Licensed Education Agencies (LEAs) for development and implementation, or expansion, of school-based drug testing programs for students.

Schools receiving grants were required to refer students for treatment or counseling if they were identified as drug users. Random drug testing was limited to students participating in the school's athletic program or students who were engaged in competitive, extracurricular, school sponsored activities. Drug testing policies were required to be voluntary with students and their parents consent (U. S. Department of Education, 2010). In 2007 the U. S. Department of Education appropriated \$1,600,000 dollars for grants. In 2008 the amount increased to \$12,750,000. Funding for grants ended in the fall of 2010. Although grants were available for tobacco and alcohol programs, this study focuses specifically on illicit drug usage.

Research Problem

In the United States, it is generally believed both illicit and prescription drugs continue to maintain a powerful hold on teenagers. Substance abuse is thought to be widespread and therefore warrants continued efforts to deal with this national problem. According to the 2004 Monitoring the Future Survey, 51% of all teenagers reported having tried an illicit drug by the time they finished high school, (National Institute on Drug Abuse, 2005). Although 51% seems a large number of teens abusing drugs, these findings indicate a decline in drug use among American youth. Joseph A. Califano, Jr., Chairman and President of the National Center on Addiction and Substance Abuse at Columbia University (CASA), noted the United States has curbed increases in alcohol and illicit drug abuse and has seen declines in teen smoking (Manchikanti, 2007). In August 2006, (CASA) released the results of a survey of 1,297 teens between the ages of 12 – 17 showing that 51% of high school students attended a school where

drugs are sold, kept, or used (Loesevitz, 2007). These results indicate that illicit drug usage is remaining stable or, in many instances declining. What has kept the percentage at its current level, rather than significant decline, is the increasing number of teenagers using prescription drugs non-medically (Manchikanti, 2007). The 2007 national Youth Risk Behavior Survey (YRBS) also showed marijuana use, cocaine use, and methamphetamine use has decreased the last eight years (Center for Disease Control and Prevention, 2007). Whereas use of illicit drugs is on the decline, the inappropriate use of prescription drugs is on the rise.

A number of school officials nationwide have responded to the perception of rampant drug use among students by instituting school-wide random drug testing. However, random drug testing has not been a proven method for minimizing student drug use. In fact, instituting a drug-testing policy may increase drug issues in schools (Arnold, 1996; Stefkovich & O'Brien, 1997). A 2007 study (Goldberg, et al., 2007) discovered student athletes who participated in randomized drug testing had overall rates of drug use similar to students who did not take part in the program. According to Goldberg and colleagues, some indicators of future drug abuse increased among those participating in the random drug testing program.

Some schools that have adopted random student drug testing did so believing it would serve as a deterrent and give students a reason to resist peer pressure to take drugs. However, studies have found random drug testing may not be the deterrent policy makers believe it is. For example, in the Student Athlete Testing Using Random Notification (SATURN) study, findings indicated students did not consider random drug testing a reason not to use drugs (Goldberg, et al., 2007). The SATURN study was the first prospective randomized control trial study to assess the deterrent effects and impact of drug and alcohol testing among students engaged in high school sports. It was a two-year study of a single cohort of student athletes among five high

schools with a drug and alcohol testing policy and six schools with a deferred policy. All schools involved were public high schools within 150 miles of Portland, Oregon.

Students in schools with random drug testing programs have misperceptions about the acceptability of drug-abusing behaviors by school personnel and the public in general as the proponents of drug testing recommend students testing positive not incur negative consequences. Students testing positive may be required to attend treatment programs and agree to follow-up treatment if needed (Ringwalt, et al., 2008); however, many students do not perceive this as a negative consequence for abusing illicit drugs.

According to Bachman (2008), the general public believes most adolescents use drugs when, in fact, most do not. This has led schools to enact ambiguous or poorly enforced drug-abuse policies. School personnel perceive students as abusing illicit drugs and participating in illegal drug use; however, this is a perception. By mandating random drug testing policies schools imply a mistrust of students with an accusatory tone, which can further alienate students. Random drug testing policies are imposed on students who have no say in whether the policy is even needed, how it will be implemented, or the consequences for positive drug tests.

Purpose of the Study and Research Questions

The purpose of the study was to examine students' perceptions of the effectiveness of one suburban high school's efforts to target problems with student illegal drug usage and to hear students' voices in the school regarding the adoption of a random drug testing policy. This study provided insight into the perceptions of drug usage by students attending a suburban high school in a Midwest state and whether students perceived the drug testing policy as an effective deterrent. This study provided rich details of the random drug testing policy's impact on the students' educational experience. The following questions guided the study:

1. What were high school students' perceptions of illicit drug usage by students?
2. What were high school students' perceptions of the random drug testing policy?
3. In what ways, if any, did students feel the random drug testing policy affected them?
4. What were high school students' perceptions of an effective policy or practice to reduce student drug usage?

Students' perspectives provided a rich source of data to contribute to current educational policy and practice. This study provided an opportunity for students' voices to be heard and valued.

CHAPTER 2

THEORY AND LITERATURE REVIEW

The theoretical framework was designed to provide the reader with a basis for understanding the lens the researcher used to approach the implementation of a random drug testing policy in a suburban school district. The first section of this chapter describes micropolitical systems theory, policy-making, and voiced research. The belief that implementation of this policy would result in the decrease of students using illicit drugs caused the researcher to question the effectiveness of such a policy as well as its effect on those most affected by the policy, the students. The next section provides a review of the literature on random drug testing which introduces the current research as well as the historical and legal context of random drug testing policies. According to Erlandson, Harris, Skipper, and Allen (1993) using others' work provides benefits to the researcher, and clarification of the research context can be made by expanding upon previously conducted research.

Theoretical Framework

This researcher looked at the affects of mandatory drug testing through student voiced research with an overarching framework of micropolitical systems theory. Random drug testing policies can have a tremendous effect on the school environment and the students. Clearly, drug abuse interferes with students' ability to learn and can interfere with the learning environment in schools. Yet, by mandating such policies, schools are further alienating those who need to be engaged and connected. Bachman (2008) stated, "One particularly important way to reduce or prevent adolescent involvement in substance use is to help them succeed in school – and do so

well before they reach adolescence” (p. 278). Not only are schools alienating students, they are continuing to keep students at the lowest level in the school’s hierarchy.

Iannaccone (1991) reported three classes of persons treated as the constituent groups of school polity: pupils, teachers, and administrators. Administrators and teachers engage in struggles over their citizen rights and obligations. Opatow (1991) contributed to this theory by adding pupils cannot become citizens of their polity. Opatow’s (1991) theory states,

The largest category of the polity’s members is a class of persons who neither share in its governance by right, nor are able to acquire that right through their efforts – there is no route to that citizen status for them – then the polity involved is indisputably a caste society (p. 469).

Students comprise the largest number of its members who are subject to its laws, yet have no voice in rules and policy implementation. Students feel powerless in the political world ruled by adults. Students are often marginalized into nobodies and are not expected to contribute to the school and community. Marginalized students are believed to not have the capacity to articulate anything anybody wants to hear. Students in school systems rarely, if ever, have a voice or are heard.

By rethinking who has and who should have a voice in schools and by using a constructivist approach to decision making in schools, small steps may be gained toward changing oppressive practices and policies. Oldfather (1999) stated in order to accomplish this, “a fundamental shift of the dominant epistemology in our society and our schools is needed to one based on trusting, listening to, and respecting the minds of all participants in schooling” (p. 13).

In order to understand the policy decision, one must look at the political system in the school, as well as understand the micropolitics involved.

Micropolitical Systems Theory

This study used micropolitical theory to examine suburban high school students' perceptions of their school's random drug testing policy. Iannaccone (1975) coined the phrase "micropolitics of education" when he examined the interactions of administrators, teachers, and students in California schools in the early 1970s. He defined micropolitics as being concerned with the interaction and political ideologies of social systems of teachers, administrators, and students within school buildings. Micropolitics is a term used to describe the phenomena of power, influence, and control among individuals and groups in a social context within schools.

Students, teachers, parents, staff members, and administrators within schools have conflicting notions about what should happen in the immediate moment and also over the long term in the life of the school, and how the school should manage or distribute its valued resources (Marshall & Scribner, 1991). Although those within schools have significant discretionary power to make choices and have a variety of strategies for protecting themselves against change, they are not unaffected by outside individuals, groups, and developments, or by the uneven distribution of power within the bureaucratic hierarchy of the school and school district. Hence, school-centered decisions and policies result not only from the daily pressures of political life within the school, but also from messages and perceived threats beyond the schoolhouse walls.

Micropolitics encompasses the daily interactions, negotiations, and bargains of any school and internal and external communities (Lindle, 1999; Willower, 1991). For this particular study micropolitics includes the networks of individuals and groups within and surrounding the

school districts who compete for scarce resources, even power. The actors in micropolitics of schools include teachers and principals, central office staff and school board members, parents and, rarely, students.

The micropolitics of each school system is unique and there is no consensus on how to describe the politics within a school system. Easton (1985) characterized political science as “the study of the way in which decisions for a society are made and considered binding most of the time by most of the people” (p. 133). Easton further suggested that understanding political life is important to study the values of those involved. For this particular study, it is important to look at the school district and how decisions and policies are made within this system.

Most decisions in a school political system come from how members of the system cope with the changing environment. School systems respond to governmental and societal influences and demands. What is often excluded once ideas are presented into a school’s political system are students, as they are rarely offered a voice and decisions are made which have a direct bearing to their school lives.

Policy-making in the School Bureaucracy

School systems are a complex hierarchy of socio-cultural, political, economic, and organizational factors (Easton, 1957). Every school district and organization has an informal structure where goals are often modified, elaborated, or abandoned by processes within the system. Easton suggests each school within the district encompasses a culture containing a variety of groups, including teachers, students, parents, administrators, politicians, and policy makers. Each of these groups is in a continuous struggle to have their views represented. This ongoing struggle continues to shift and remain dynamic throughout time as policies are discussed and modified (Marshall, Mitchell, & Wirt, 1985; Willower, 1991).

Policy making is incredibly difficult across the hierarchy and bureaucracy in school systems because social problems have a tendency to become political as far as what is the school's responsibility as opposed to the parents' responsibility (Stover, 2004). Community members and parents often want schools to *fix* societal concerns such as underage drinking, drug usage, sexual harassment, emotional and physical abuse, and the list continues to grow. This becomes problematic because decision makers cannot mandate *what matters* and *values*. Often decisions are made by policy makers based on the attitudes, motivation, and the beliefs and values of key individuals who maintain an image of power or importance (Land, 2002). School administrators, board members, and superintendents are generally highly visible individuals within their community and communicate in a variety of ways with many patrons of their school districts. Parents and community members often voice their opinions and concerns to school officials with the intent of spurring action on decisions regarding policies administrators and board members have the power to implement. School officials have considerable discretion as they make day-to-day decisions (Stefkovich & O'Brien, 2004). Board members often run for positions with personal agendas regarding policies mandated and implemented by school districts.

People in formal positions of authority and those with vested interest vie for power to be the shapers of policy (Marshall & Gerstl-Pepin, 2005). People use power to define reality (Brown, 1978). Those with the most power and influence determine what is accepted as reality and what is relevant. Such paradigm creation may be the most powerful micropolitical process in school organizations (Marshall & Scribner, 1991). The diagram below shows the relative power and influence groups have in education and their relationship.

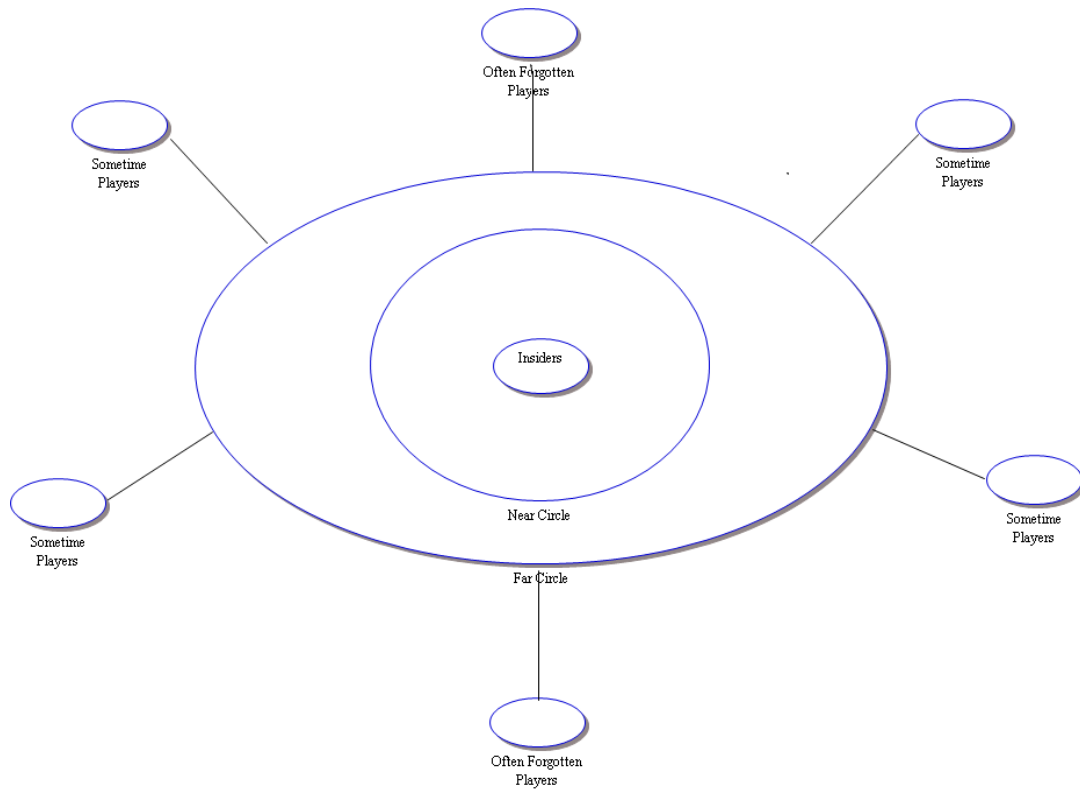


Figure 1 A Model for Power and Influence in Educational Policy Making

Marshall, Mitchell, & Wirt (1986) developed the above diagram as a model for understanding the hierarchical relationship that exists in many political arenas. This hierarchy also exists in school systems. Included are the Inner Circle, Near Circle, Far Circle, Sometime Players, and Often Forgotten Players. In this study, The Often Forgotten Players are the students or those whose voices have been marginalized when it comes to influencing policy in school districts.

Students as *Often Forgotten Players* are seldom, if ever, heard. Some teachers in the classroom may hear their voices, but more often, students seldom share their voices for various reasons. They have become used to having the “rules handed down to them,” they have never been given the opportunity to have a voice and therefore do not share concerns or their views, or,

perhaps they simply do not have an interest or issue in the policies or rules that are mandated (Cook-Sather, 2002). Students often see the hierarchy of schools as somewhat uncompromising and oppressive (Freire, 1990; Otoy-Knapp, 2004). Outside the school students are immersed with technology using texting and Facebook. Both of these avenues for communication are generally against school policies and non-negotiable by school officials. School policies and rules are implemented by the powers-that-be in order to keep students in line as policies are implemented and enforced regarding attendance, proper attire, and a list of rules regarding appropriate behavior and expectations of students.

How decisions are made in schools varies from district to district (Mitra, 2004). Political decisions are made based on the conflicting demands from various interested individuals and groups. Boyd (2002) stated drug testing is “about the politics, not the well-being of our school children” (p. 54). Bullying policies are mandated by the government and forced upon schools; acceptable use policies must be signed by students in order to use technology within the school, as well as mandated rules and policies for student behavior. The politics of a school has a powerful effect on how young people make sense of schooling, what arenas in the school system exist for them to be listened to, and how they maneuver throughout the system.

Boards of Education and district administration set policies and practices, and many of these policies and practices warrant closer scrutiny. The *Often Forgotten Players* need to be incorporated into the Near Circle in order for multiple voices to be heard regarding social and political issues. The *Often Forgotten Players* includes a theoretical perspective that takes into account the need for different voices and different groups that wrestle with ideas of democracy and social justice (Otoy-Knapp, 2004). Schools are in the business of educating students; therefore, every rule or policy that is implemented has some affect on them.

Research has suggested factors that maintain positive student behavior are opportunities for students to discuss and debate rules, sanctions and procedures, and an opportunity for them to be involved in school decision making (Schaps & Solomon, 2003). Yet, students are rarely included in policy and decision-making. Students may be treated in inclusive ways in some schools, in others, indifferently, or even treated inhospitably and exclusionary.

Policy makers believe by implementing a random drug testing policy support is being given to parents who value their children free from drugs, as well as protecting students by providing them with a valid and substantial reason for not becoming involved with drugs (Hudlow, 2005; Russell, Jennings, & Classey, 2005; Stover, 2004). Parents are the *Sometimes Players* whose voices occasionally are heard by policy makers in school districts. By implementing a random drug testing program school districts believe they are fulfilling and supporting a parental need to help keep their children drug free. Individuals who hold the power in school districts to formulate and mandate policy maintain they are listening to both the Far and Near Circles by implementing random drug testing. The voice still unheard from are those in the Far Circle, *The Often Forgotten Players*, yet, the most affected, the students (Giroux, 2003).

Critical Social-Theory: Voiced Research

Viewed through the lenses of micropolitics and critical social theory, students are on the margins of the political arena and in powerless positions in schools with their voices often disregarded (Cook-Sather, 2006; Kozol, 1991; Nieto, 2000). Since the advent of formal education in the United States the educational system's every reform has been premised on adults' notions of how education should be conceptualized and practiced. Schools have been institutions where students are to be kept under control and passive recipients of what others determine to be education (Bullough & Gitlin, 2001; Cook-Sather, 2002; Freire & Horton, 1990;

Jenkins, Jenkins, Collums, & Werhonig, 2006). Students' voices have been ignored, and silencing and controlling students has been a major thrust of school systems. According to Kozol and Perluss (2003), "The voice of children . . . have been missing from the whole discussion" of education and educational reform (p. 5). Fullan and Stiegelbauer (1990) also affirmed, "we hardly know anything about what students think because no one ever asks them" (p. 182).

Although student perspectives have been absent from educational research, critical social theorists and student voice researchers are recognizing the need for greater attention being given to students' experiences and perceptions of schooling (Calvert, 2002; Cook-Sather, 2002; Ellsworth, 1989; Erickson, 1992; Phelan, Davidson, & Cao, 1992). Rather than mandating and forcing rules and policies on students, critical social theory calls for schools to be working alongside students, pursuing students' insight, concerns, and life needs, when formulating policies and rules that directly infringe on and reduce their rights and privileges (Corbett & Wilson, 1995; Leonardo, 2004; Rudduck & Flutter, 2004). Critical social theory encourages students to share their perspectives and opinions, to question educational practices and how these practices might be changed, and to take an active role "in decisions about and implementation of educational policies and practice" (Holdsworth, 2000, p. 355).

Giving voice empowers students and provides an opportunity for students to think critically and metacognitively about their educational experiences. Students given a voice are more engaged and willing to take more responsibility for their education because it is something they do rather than something being done to them (Cook-Sather, 2002).

Students' voices must be included in the hierarchy of circles, not outside of the circles. Without student perspectives, reform efforts are based on an incomplete picture of life in schools and how that life could be improved. By eliciting and recreating student voices through a

constructionist lens, schools, and their policy-makers can, recognize the existence of multiple realities, therefore recognizing students as capable, thinking individuals. Cook-Sather (2006) stated, “Having a voice – having presence, power, and agency – means having the opportunity to speak one’s mind, be heard and counted by others, and, perhaps, to have an influence on outcomes” (p. 363).

Review of Research and Related Literature

There is a wealth of research regarding drug abuse prevention programs and treatment options available in the United States. However, research regarding suspicionless random drug testing of students is scarce, partially due to random drug testing of students not being legal until 1995. Much of the research available addresses the legality of these programs but not does speak to students’ thoughts and perceptions of mandated random drug testing. The following review of research and related literature provides background information on the legal context that permitted public schools to implement random drug testing policies, the prevalence and practice of drug testing policies, and the criticisms of such policies. The final section includes research regarding student views.

Legal Context for Random Drug Testing Policies: Fourth Amendment Rights in Public Schools

The Fourth Amendment safeguards the privacy and security of individuals against arbitrary invasions by the government. Fourth amendment analysis is a framework for evaluating social policy in difficult areas in which the interests of society and individuals clash (Felman & Petrini, 1988). The Amendment provides that Americans shall be “secure in their persons, houses, papers, and effects,” and otherwise free from “unreasonable searches and seizures” (Shutler, 1996). However, the Supreme Court has been increasingly willing to allow government to conduct searches and seizures on citizens.

The Supreme Court is aware that public schools and its officials have a special tutorial and custodial relationship with students who are not yet adults. Therefore, students are not without rights but they are subject to the limitations regarding this relationship (Mahon, 1995). Because the school years are formative and critical, and because schools have a compelling interest in deterring drug use among students, the Supreme Court has taken the stance of finding random drug testing constitutional. According to the Supreme Court, students have a reduced expectation of privacy because of the schools' custodial and tutelary responsibility for children. Schools and their administrators maintain power over students *in loco parentis* – in the place of a parent (Shutler, 1996). The Supreme Court, in *New Jersey v. T.L.O.*, 1985, recognized that students in school maintain a diminished expectation of privacy and students' rights must yield to the school's interest to ensure an environment conducive to learning (Shutler, 1996).

In *New Jersey v. T.L.O.* the Court upheld a school principal's search of a purse of a student who had been caught smoking in the bathroom. The Court balanced the student's legitimate expectations of privacy and the school's equally legitimate need to maintain an environment in which learning can take place (Shutler, 1996). The Court held that school officials have the authority to search students when there is reasonable suspicion the search would find evidence the student had violated either the law or a school rule. In determining his ruling, Justice Powell maintained the primary duty of school officials and teachers is to educate and train young people. If schools cannot establish and maintain order, teachers cannot educate students. This case set the precedent for limiting students' Fourth Amendment rights.

The Supreme Court also found a connection between maintaining order and protecting the educational process of schools in a 1995 landmark lawsuit, *Vernonia School District 47J v. Acton*. The Court upheld random drug testing of student athletes in this Oregon school

concluding urinalysis of athletes met the reasonable requirement for student searches under the Fourth Amendment (Zirkel, 2002). This lawsuit set the precedent and allowed school districts to engage in random drug testing of students. Schools across the United States began adopting random, suspicionless drug testing.

In the fall of 1989 the Vernonia School District 47J in Oregon became the first in the United States to implement a drug testing policy (Ryan, 2000). The Vernonia School District had adopted a drug testing policy in response to a rise in drug use and disciplinary problems among students. Ryan indicated the district targeted student athletes because they were considered leaders of the drug culture. In order to participate in athletics, the school district required parental consent for random drug testing. In 1991 the Actons filed suit against the school district stating the school policy violated the Fourth and Fourteenth Amendments of the United States Constitution. Their son, James Acton, a seventh grader at that time, was denied participation in sports due to his and his parents' refusal to sign the drug testing consent forms. The district court concluded that the school policy did not violate either the United States or the Oregon Constitutions therefore dismissed the action.

Using the *Vernonia* decision, school districts have rationalized random drug testing stating they are protecting students' health and therefore, random drug testing is justified and necessary to reduce illicit drug use among students (Evans, Reader, Liss, Wiens, & Roy, 2006). It is also important to note there is some evidence the Court was influenced in its *Vernonia* decision by parental support of the random drug testing policy. The Court specifically pointed out that parents of students attended a meeting regarding the school's random drug testing policy and uniformly supported it.

When ruling on the *Vernonia vs. Acton* decision in 1995, the Supreme Court justices ruled 6-3 in favor of the school district and its drug testing policy. The three dissenting justices argued the decision would affect millions of students who participate in interscholastic sports when these students have given school officials no reason to believe they use drugs at school, making them open to intrusive bodily search (Brendtro & Martin Jr, 2006). These Justices expressed concern that blanket searches posed a greater threat to liberty than suspicion-based searches because they affect so many people; that urinalysis testing is particularly destructive of privacy and offensive to personal dignity; suspicion-based policies make sense because students are under constant supervision by school administrators – blanket search policies are accusatory and infringe on students Fourth Amendment rights. Nonetheless, the Supreme Court held that random, suspicionless drug testing did not violate high school students' Fourth Amendment rights (Shutler, 1996). What is notable is the Supreme Court Justices indecisiveness of the legality of random drug testing.

Another seven years passed before Justice Clarence Thomas expanded on the Court's approval of drug testing. The Future Farmers and Future Homemakers of America and the National Honor Society were included in the Student Activities Drug Testing Policy for Tecumseh, Oklahoma public schools. The Supreme Court approved expansion of the drug testing policy to non-athletic activities. However, upon appeal, the Tenth Circuit Court determined differently. The court found little efficacy in a drug testing policy which tests students among whom there is no measurable drug problem. The court determined for a drug testing policy to be reasonable, and thus constitutional, a school district must demonstrate a documented drug problem among a significant number of those students subjected to the testing; only then would drug testing actually remedy the drug problem (Ringwalt, et al., 2008).

The difference between *TLO* and *Vernonia* focuses on individualized suspicion. The Court in *Vernonia* determined that individualized suspicion was not always required. The Court weighed the students' expectations of privacy, the nature of the search, and the importance of the government's interest as key factors to consider. In the Court's view athletes have a fairly low expectation of privacy, the search was not very obtrusive, and found it compelling to prevent drug use by students in order to prevent the educational process from being disrupted. According to the Court (Ryan, 2000), the key factor in this case was the government's role as "guardian and tutor of children entrusted to its care" (p. 11). Ryan (2000) further argued the relevant question in making this determination is "whether the search is one that a reasonable guardian and tutor might undertake" (p. 11). Based on these factors, the Court gave schools the authority to conduct random, suspicionless drug testing of high school athletes and all students participating in extracurricular activities (McCray, 2000; Ryan, 2000).

Prevalence and Practice of Random Drug Testing in Schools

Little data regarding the prevalence of random drug testing in schools are available. As more schools conduct random drug testing, further research and studies will add needed data to the few studies conducted. The research and information currently available are discussed below.

One study, led by the Pacific Institute for Research and Evaluation (PIRE), found 14% of the nation's school districts reported conducting random drug testing of students in high school in the 2004-2005 academic year (Ringwalt, et al., 2008). However, more than a quarter of the districts subjected all their high school students to the possibility of being tested. Ringwalt and colleagues conducted a nationwide study in the Spring of 2005 with responses from 1612 drug prevention coordinators representing 1922 school districts. The study focused on consequences for students with a positive suspicionless random drug test. Almost all districts notified a school

administrator or counselor, and almost all required the parents and the student to meet with a school administrator or counselor. More than half the districts gave students a warning and made a note on their record. Also notable in this study was almost half the school districts notified law enforcement, two-thirds suspended students from extracurricular activities, and one-third suspended students from school (Ringwalt, et al., 2008). The results revealed suburban schools tended to suspend students from athletics, while larger schools required students to obtain education, counseling, or attend treatment programs. Ringwalt and colleagues (2008) also pointed out that schools with fewer than 15% of students eligible for free or reduced lunch often expelled students from school.

The researchers did document limitations to their study: possible misunderstanding of questions, respondents were school district-level personnel who may have been less knowledgeable than school-based personnel, and the effectiveness of a suspicionless random drug testing policy remains unknown. The Centers for Disease Control and Prevention (CDC) stepped in and conducted a national survey.

In October 2007, the CDC released the results of a national survey, whose findings indicated roughly 4,000 schools conducted random drug testing of students. The CDC conducts the School Health Policies and Programs Study (SHPPS) every six years to obtain information regarding students' health and safety in public schools. This study was the first to include questions regarding student drug testing. Out of an estimated 59,364 middle schools and high schools in the United States, 19.5% of high schools include some form of drug testing as part of their drug prevention program (Centers for Disease Control and Prevention, 2006). Of the high schools drug testing students, 56% conducted student drug testing randomly among members of specified groups of students (athletes, students who participate in extracurricular activities, or

students who drive to school), 63% conducted drug testing for suspicion of drug usage, and 36% had voluntary drug testing for all students (Centers for Disease Control and Prevention, 2006).

The CDC study concluded that random student drug testing was a promising strategy to keep young people from using drugs and encouraged more schools to endorse and enlist random drug testing policies. According to the 2007 report, 860,000 fewer young people were using drugs than in 2001. John Walters, the drug czar from 2001 to 2009, gave accolades to schools adopting random drug testing. Walters suggested random drug testing in schools could “stop the pipeline to addiction, help create a culture of disapproval toward drugs, and contribute to safer school environments” (Office of National Drug Control Policy, 2004).

Although illicit drug use is declining, schools across the United States still need to promote a positive school climate and continue to communicate their disapproval of drug use and the negative consequences of illicit drug use. By giving students a reason to resist peer pressure to use drugs, random drug testing ostensibly promotes a culture of disapproval towards drugs in schools where it has been implemented.

Random Drug Testing in Schools: What the Critics Say

Critics of random drug testing include civil libertarians (Shutler, 1996), newspaper editorialists (Berkow, 1995; Bradley, 1995; Goodwin, 1995), and physicians (Taylor, 1997). These critics are quick to point out the potential for civil rights violations, and have questioned the cost and accuracy of the test and the effectiveness and relative efficiency of random drug testing programs (Evans, et al., 2006; Taylor, 1997). Critics are concerned with students’ rights and believe administrators who require students to urinate on demand are dehumanizing and offending student dignity (Felman & Petrini, 1988). This experience is quite daunting for adults, yet alone young adults who do not have the same maturity level, and, often fear being called into

the principal's office for any reason. The demands being placed on students for random drug testing are for a policy that has been unsuccessful in preventing students from using drugs.

Drug Testing is Ineffective in Deterring Students from Using Drugs

Those against random drug testing argue it is ineffective in reducing drug usage, yet drug testing continues in spite of these findings (Yamaguchi, et al., 2003). The most extensive research on drug use has been provided by Yamaguchi, Johnston, & O'Malley. They surveyed 76,000 middle and high school students between 1989 and 2001 and found random drug testing was ineffective. There was no statistical significance in the number of users at schools who tested for drugs and those that did not. However, federal officials refuted the study claiming it did not include recent random drug testing programs. Yamaguchi, Johnston, & O'Malley provided a follow-up study with 94,000 middle and high school students. They found, again, testing did not result in a change in the number of students reporting they use drugs.

Although drug testing has increasingly become a way of life for adults employed in the public and private sector, there is little to no evidence to suggest drug testing is an effective way to control drug use in society or schools. According to Hawkins (2009) and others, a random drug testing policy in itself is not a successful deterrent for decreasing student drug usage. In fact, if schools require mandatory drug counseling as a stipulation of returning to school, schools may be subjecting students to further substance abuse. Research cautions against students attending group treatment programs for drug abuse as group counseling has produced negative effects by reinforcing substance abuse behaviors (Robertson, David, & Rao, 2003). Many districts with random drug testing policies allow students to remain on sports teams after their first positive drug test as long as they attended a drug counseling session and adhered to follow-up requirements. Yet, by doing so schools may be reinforcing substance abuse behavior.

Researchers (Ringwalt, et al., 2008; Stover, 2004) have stressed the importance of drug policies not being punitive. Many schools are going against the advice of the Office of National Drug Control Policy that schools' policies should state clearly there are no negative consequences to testing positive on a random drug test. Research currently supports the significance by stating punitive enforcement may be counterproductive in deterring youth substance abuse (Kumar, O'Malley, & Johnston, 2005; Pentz, et al., 1989).

Stover (2004) stated most schools with random drug testing policies do not impose legal consequences or school disciplinary sanctions for students' testing positive. Stover, as well as drug-testing proponents, argue neither law enforcement nor any school personnel other than those who need to know should be informed of the names of students testing positive (Ringwalt, et al., 2008). Although disciplinary sanctions are not recommended, some districts have adopted policies for students testing positive during random drug testing that are punitive and coercive.

Drug Testing Policies are Punitive and Coercive

In the federal guide, *What You Need to Know About Starting a Student Drug Testing Program*, (Office of National Drug Control Policy, 2004) , Walters, at the time the Director of the Office of National Drug Control Policy wrote, "testing cannot be used to punish kids who use drugs" (p. vi), and, "random drug testing should never be used to punish students" (p. vi). Denying students participation in extra-curricular activities schools might exacerbate rather than reduce student drug usage. Depriving students of after-school activities is highly punitive to many and, in fact, can be extremely coercive. Schools claim that random drug testing policies are voluntary. However, many policies in schools state failing to cooperate with random drug testing is considered a positive drug test and the student will lose privileges.

Schools mandating random drug testing policies imply a mistrust of students with accusatory allegations. By relying on fear arousal as a pedagogical tool rather than students' innate quest for knowledge and discussion, schools are further limiting students' development of critical decision-making skills. A mandated random drug testing policy disconnects and further alienates students who are in special need of close relationships from adults. Zero-tolerance policies add yet another more severe form of a punitive policy.

Zero-Tolerance Drug Testing Policies

Some believe random drug testing of students coupled with the threat of exclusion from school activities would decrease student drug use (Botvin & Griffin, 2003; Bunn, 2004). Although the overarching goal of the "War on Drugs" is to reduce drug use (Caulkins & Reuter, 1997), a number of school districts have adopted policies that are abstinence-based and reflect zero tolerance for drug abuse (Evans-Whipp, et al., 2004; Tubman & Vento, 2001).

School districts adopting zero tolerance and other draconian policies attempt to send a message by severely punishing both major and minor incidents. Adopting zero tolerance for drug use means students found in possession, use, or selling drugs are subjected to harsh penalties, mainly suspension, expulsion, and the possibility of notifying law enforcement which may include students being arrested. There is little evidence that strategies associated with zero tolerance contribute to improved student behavior or overall school safety (National Center for Education Statistics, 1998).

In 1997, the only year which national statistics are available, 177,500 students were removed from mainstream schools for possession, use, or distribution of drugs, alcohol or tobacco. Eighty percent of those youth were suspended from schools for more than 5 days or expelled. School districts adopting zero tolerance policies have removed many young people

from school, and may have contributed to students' problems beyond experimentation by disconnecting them from the educational system (Brown, 2001).

In a zero-tolerance system, young people cannot engage with educators to develop their decision-making skills as zero-tolerance policies disconnect many young adults from teachers and school personnel they would have had daily contact and developed connections. During the turbulent adolescent years, students need strong bonds with caring adults, more than they need surveillance and punishment (Brendtro & Martin Jr, 2006). Longitudinal studies provide evidence that students excluded from school can suffer negative consequences and increases in drug-related problems (Nutbeam, Smith, Moore, & Bauman, 1993).

Drug Testing Programs are Big Business

Schools may view random drug testing as a solution to drug problems because federal drug officials and *experts*, who have financial ties to the drug testing industry, promote the value of drug testing (Grim, 2006). In 2009 the White House budgeted \$3.5 million for new student drug testing grants through the Department of Education. This initiative provided grants to support schools in designing and implementing drug testing programs and to intervene with assessment, referral, and intervention for students whose test results indicated illicit drug use (Drug & Alcohol Testing Industry Association, 2009). Currently, the Drug and Alcohol Testing Industry Association (DATIA), is touting record membership numbers and through active promotion is hoping to expand their market for school-based drug testing. Supporters of random drug testing policies travel the United States speaking of its virtues. Schools continue to adopt and implement random drug testing as officials tout the success of drug testing policies and the declining number of students using drugs. Concerns continue to be raised, however, regarding the Family Educational Rights and Privacy Act (FERPA) and student drug testing.

Drug Testing is a Breach of Students' Confidentiality

Many policies adopted for random drug testing expect school administrators to maintain the strict confidentiality of student drug testing. Two primary regulations regarding confidentiality are the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) (Office of National Drug Control Policy, 2004). Although schools maintain privacy and follow regulations, if a student participates in an extracurricular activity and is then kicked out, peers will know he or she tested positive for drugs. There is not technically a breach of privacy; however, students do know what is going on and can put two and two together. Privacy remains a concern of random drug testing in schools.

Some argue that random drug testing policies further damage and erode the constitutional rights of impressionable students (Shutler, 1996). Future leaders of the U.S. are currently forming their own identities and views of citizenship; yet, school authorities are disregarding the fundamental principles regarding Constitutional freedom and individual rights. In research conducted by Russell, Jennings, and Classey, (2005), most students believed drug testing violated their rights to privacy. Youth in the United States have been rapidly losing respect for the Constitution and the inherent rights it ostensibly provides. Shutler (1996) stated, "Winning the *war on drugs* will be a pyrrhic victory indeed if it erodes the constitutional faith and confidence of our nation's youth, the very group which this 'war' seeks to protect" (p. 1303).

Drug Testing: What Is Effective?

Over the last 20 years the market for packaged curricula for substance abuse prevention programs has burgeoned. However, very few programs report a direct, long-term impact in preventing substance abuse (Botvin & Griffin, 2003). The majority of programs with sound data focused on substance abuse prevention aimed at elementary and middle-school students

(Adelman & Taylor, 2003). Bachman's (2008) findings suggested, "One particularly important way to reduce or prevent adolescent involvement in substance use is to help them succeed in school – and do so well before they reach adolescence" (p. 278). The few programs implemented with high school age students have targeted specific subgroups and problems (e.g., steroid use by high school athletes).

Findings from the National Longitudinal Study on Adolescent Health found what accounted for less frequent illicit drug use by students was high levels of parent-family connectedness as well as high levels of school connectedness (Resnick, et al., 1997). Research-based exemplary prevention programs suggest drug abuse interventions have components that rebuild students' interest in their education and future, and strengthen positive decision-making. Hawkins, Catalano, and Miller (1992) identified these significant factors as important determinants of student substance abuse:

Low bonding to family, early and persistent antisocial behavior, aggressiveness, academic failure, low commitment to and involvement in school, peer rejection in elementary grades, association with drug-using peers, alienation and rebelliousness, attitudes favorable to drug use, early onset of drug use, shyness. (p. 301)

These authors concluded students who have an attachment to their parents, are easy tempered, have learned problem solving skills, and have feelings of worth are less likely to become involved with substance abuse. Leffert, Benson, & Roehlkeparatain (1997) came to similar conclusions. Again, what was found important for schools was promoting a caring school climate, promoting school engagement, providing positive adult role models and holding high expectations from teachers. Rather than implementing punitive consequences and draconian policies, schools need to strive to build rapport between the educator and student and build

connectedness (Beck, 1998). Random drug testing policies alienate students rather than connect students with the school. Yet, school districts continue to support, endorse, implement, and mandate random drug testing policies rather than building positive relationships.

It takes time to develop connectedness and rapport. However, when students are allowed to voice their perceptions with teachers and/or peers who they connect with students will share their feelings about drug issues (D'Emidio-Caston & Brown, 1998). When students believe adults are listening to them regarding their issues, they openly discuss their perceptions about drugs and drug usage. Instead of mandating coercive policies, creating positive school climates in which students' voices and perceptions are heard and providing protective factors does more towards reducing student drug usage. Research currently supports the significance by stating punitive enforcement may be counterproductive in deterring youth substance abuse (Kumar, et al., 2005; Pentz, et al., 1989).

Student Voices

Programs which include student voice and student participation in decision making and policy formation have been found to reduce drug involvement for high school students (Gottfredson, 1986). Schools have seen greater student success when students are involved and empowered. Schools that have introduced random drug testing of its students without their voices, have introduced a widespread program that has little to no evidence of decreasing actual drug usage of young people (Evans-Whipp, et al., 2004; Goodstadt, 1989). When asked, however, students do have thoughts and are eager to share their voices about random drug testing.

Russell, Jennings, and Classey (2005) researched adolescent attitudes toward random drug testing. They found when high school students were asked their thoughts on a random drug

testing policy, students shared they were not afraid of drug testing and would not be embarrassed to take a drug test. The students felt prepared to handle the pressures of drug usage and believed participation in after-school activities would help students avoid drug use. Students also shared they were more likely to endorse drug testing if all members of the school system were tested – teachers, coaches, and staff. High school students readily shared their concerns, stating a random drug testing policy would violate their personal privacy. Students also shared drug testing would make no difference in their sense of safety at school. Given the opportunity, students want to be involved and heard.

Eagle Rock, a unique school in Colorado, provides the opportunity for students to be heard and has included students in decision-making. Easton (2005) stated the Eagle Rock School exemplifies giving voice to the students, noting, “voice represents power to those who have felt powerless, it represents responsibility to students who have not felt responsible for their education, and it represents authority for what has previously felt out of students’ control: their education” (p. 54). Students yearn to be heard, valued, and listened to. School districts are missing out on teachable moments by continuing to enact policies alienating countless numbers of high-school students who have described their experiences in school with terms of powerlessness and anonymity (Fine, 2003; Heath & McLaughlin, 1993; Nightingale & Wolverton, 1993; Sizer, 2004).

Both students and adults benefit from the open communication involved when students are given a voice and each can learn from the other’s insights. Providing opportunities for young people to have a voice and to seek solutions to school issues brings to the forefront the unique knowledge and perspective students possess about themselves and their schools (Kushman, 1997; Levin, 2000; Mitra, 2004; Rudduck, Day, & Wallace, 1997; Thorkildsen, 1994).

Opatow (1991) conducted research regarding student conflict and found students eager to discuss experiences with adults. The students believed they could reap many benefits by sharing their perceptions. Students wanted opportunities to talk with teachers and school staff about moral discourse, but rarely were offered the opportunity to do so. Opatow learned when students involved in conflict are allowed to problem solve and be involved in the decision making, they were more likely to see the outcomes as fair, and in the long run, more effective policies (Brett, et al., 1990). Peterson (2008) asked students about their school experiences and concluded, “Listening to the voices of young people and involving them in reform and transformation efforts is critical to influencing much needed change in our schools” (p. 230). In Peterson’s research, students proved to be keen observers of their environment and articulated their concerns and perceptions on mandated policies being thrust at them and identified the negative consequences arising from these punitive policies.

One aim of this study was to seek students’ voices in a large suburban high school and to share their thoughts on an adopted policy forced upon those at the lowest level of the power hierarchy who have little or no voice in the educational system – the students. This research study has added to the limited pool of research regarding students’ perceptions of a mandated random drug testing policy and how it has affected their educational experience.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

A qualitative study provides an opportunity for in-depth, rich investigation that answers the research questions posed (Crotty, 1998; Merriam, 1998). This research tradition allows for reflections and perspectives valuable to understanding society and the social world. This method was appropriate for researching the topic of random drug testing, because it allowed me to go deeply rather than broadly and provided an avenue to rely on multiple sources of evidence. Strauss and Corbin (1990) claimed qualitative methods can be used to better understand any phenomenon about which little is yet known and can also be used to gain in-depth information that may be difficult to convey quantitatively.

A case study approach allowed me to gain an in-depth understanding of a random drug-testing policy and the meaning and perceptions of student participants in the study to yield insights which may be used to influence practice (Erlandson, et al., 1993; Merriam, 1998; Yin, 1994). Merriam (1998) stated, “Case studies are differentiated from other types of qualitative research in that they are intensive descriptions and analyses of a single unit or bounded system such as an individual, program, event, group, intervention, or community” (p. 19). The bounded system refers to seeing the case as a single entity around which there are boundaries or, stated differently, a bounded system can be “fenced in.” The suburban high school and the students subjected to the random drug testing policy served as the bounded system for this case study.

Case studies, as well as other forms of qualitative research, search for meaning and understanding with the researcher as the primary instrument of data collection and analysis (Creswell, Plano Clark, Gutmann, & Hanson, 2003; Lincoln & Guba, 1985; Merriam, 1998). A

qualitative case study provided an opportunity for me to study the phenomenon in its real-life context, to select participants who helped me understand the research problem, and to obtain answers to the research questions. For my research, the particular case was selected purposefully because it had inherent interest to me and because I believe much could be learned from the perspectives of students regarding a random drug testing policy. The case study reported in this dissertation is a particularistic, descriptive case study. It is particularistic because the research focused on the perception of the random drug testing policy and descriptive because the end product provides a rich description (Merriam, 1998).

The qualitative case study provided a method for me to understand the random drug testing policy and its implications in its natural surroundings. This method was appropriate for my particular study because the research questions focused on understanding students' perceptions. By engaging students with open-ended techniques I gained a greater depth and understanding of the subject being studied.

Through the qualitative nature of this research a greater understanding of how a random drug testing policy was mandated and implemented by a school system and the perceptions of students of the effectiveness of the random drug testing policy as a deterrent for drug use was collected for analysis. Student focus groups followed by in-depth individual interviews provided perspectives supporting the research process and I created a portrayal from the students' perspective. Relevant documents were also reviewed and analyzed.

This research delved into the implementation of a random drug testing policy in a high school setting with a history of drug abuse. Rarely are student voices heard; therefore, this research brings a voice to those often excluded from policy discussions. Critical social theory, specifically student-voiced theory, influenced my framework and guided how the study was

approached: I hoped to give students a voice by describing their perceptions of the random drug testing policy and how it has impacted their lives as students as examined through the lens of micropolitics. Focus groups, follow-up interviews, analysis of documents, and a total dedication to allowing the students' voices to be heard, were strategies used to collect data. According to Bogdan and Biklen (2007), "if you want to understand the way people think about their world and how those definitions are formed, you need to get close to them, to hear them talk and observe them in their day-to-day lives" (p. 35).

The research questions and interview protocols provided opportunities for deep data collection and the voices of participants who were affected and subjected to the random drug testing policy were heard and investigated in the setting in which it occurred. This section begins with the role of the researcher, then describes the research site, discusses the data collection and analysis methods, and concludes with details on safeguarding student participants.

Researcher Positionality

As the researcher, it was my responsibility to gather, analyze, evaluate, summarize and derive conclusions regarding students' perception of random drug testing. With my extensive background in the field of education, as a classroom teacher for 14 years and a school administrator for 11 years, I have experience in building rapport and working with students. I am also cognizant of the policy context in which schools are constantly surrounded and it has influenced my theoretical framework and how I approached this research. The influence of the federal and state government on school districts and the reactions of school leaders in mandating policies also had considerable weight in determining my theoretical perspective. School districts formulate rules and policies often based on pressures being exerted from outside influences.

Boards of Education, administrators, parents, and government all, at one time or another, influence policies formulated by those in charge of schools.

Although I no longer serve as an administrator at the high school where the research was conducted, I know many of the students. Therefore, in order to maintain neutrality, and to check and validate data collected, collaboration with colleagues and fellow students occurred throughout the study. This dialogue benefited and strengthened the research and analysis of the data collected. Any personal judgments or biases were reflected upon. The researcher was careful to not draw conclusions prematurely and was cognizant of the need to be flexible and adaptive when analyzing data.

The research problem and design were selected because I consider myself an advocate of students, yet find that I support and mandate policies without consideration being given to input from students. I have witnessed punitive policies being forced upon students rather than dealing with the underlying issues with broader program and instructional practices facilitating student growth and understanding. These experiences have created a foundation for my belief that what truly matters in education are the connections and relationships we build with students. While I support and enforce district policies I step back and try to view the impact these decisions have on the students in our schools.

When I have opportunities to engage in conversations with students I am increasingly aware of their intelligent and creative ideas, and, how interesting and eye opening it is to listen to students giving their perspectives on the rules and policies being mandated. It is important to me to find appropriate and accurate ways to describe the perceptions of students about random drug testing and its impact on them.

In order to obtain information from students participating in focus groups and interviews it was necessary for me to interact in an unobtrusive and nonthreatening manner. By establishing an informal and relaxed environment prior to the interview or focus group, and, by explaining protocols and explaining the purpose of this research, I attempted to thwart any issues of my presence to not alter student responses to interview and focus group questions.

The primary goal of this research was to add to the knowledge base of random drug testing in schools. Data continually informed and shaped the research experience. Detailed descriptions of the research helped ensure the accuracy of the evidence on which the findings were grounded.

Research Site: Maple, Kansas USD 510

The city of Maple, Kansas was established in 1886 and currently has a population of 2,500. The city is located in Jamesson County, approximately four miles northwest of Wichita, a city of 300,000. Maple encompasses approximately 800 acres and has seen, and continues to see, significant growth. Much of the area within the last few years was farmland and is currently being developed with commercial businesses and new home developments (City of Maize, 2010). The city itself provides a metropolitan status in a rural setting and the district's attendance boundary extends to the western edge of the Granite city limits, meaning many Maple district students are residents of Granite, therefore the school district's enrollment is larger than the town's population.

The Maple School District

The Maple School district has approximately 6,500 students PK through 12 and employs a staff of 720 (City of Maize, 2010). The school district is the 12th largest in the state of Kansas (Kansas State Department of Education). Eight-three percent of those students are White, 5.75%

are Hispanic, 2.14% are African American, and 8.28% are other ethnic groups. Nine percent of the student population qualify for free or reduced lunch. There are two comprehensive high schools in the district, two middle schools, four elementary schools, and one alternative high school. This suburban school district had a dropout rate of 2% in 2007. The national dropout rate for grades 9-12 in 2007 was 4.4%. The graduation rate for all students is 96%, with the lowest graduation rate, 75%, for Multi-ethnic students (Kansas State Department of Education, 2010b).

The Maple School District spends \$6,637 per pupil in current expenditures. The district spends 68% on instruction, 28% on support services, and 5% on other elementary and secondary expenditures (Education.com, 2010). The district has 20 students for every full-time equivalent teacher; with the Kansas state average being 13 students per full-time equivalent teacher.

This suburban school district, with a few exceptions, has achieved Adequate Yearly Progress (AYP) in reading and math every year, and averages high attendance (95%) and graduation rates (96%). In the No Child Left Behind Act (NCLB) of 2001, AYP is based on the premise that in 12 years, every child will be at a minimum proficiency on the state reading and mathematics assessments (Kansas State Department of Education, 2010a). The school district has never had any school labeled *on improvement*.

Maple Senior High School

Maple Senior High School is a suburban high school built in 1996 and located in northwest Jamesson County. During the 2009-10 school year this high school had a population of 2,053 ninth through twelfth graders. The majority of the students who attend Maple Senior High School are white, 82.6%. Hispanics make up the largest ethnic group at 7.8%. African American students accounted for 1.5% of the student population and 8.1% of the students were from other ethnicities. Ten percent of the students come from economically disadvantaged

homes. The graduation rate is 96% with a dropout rate of 1.1% and an attendance rate of 95% (Kansas State Department of Education, 2010b). The school has one principal and three assistant principals. The assistant principals are charged with dealing with student discipline and attendance. The school also employs its own police department and has one officer assigned to this specific building.

For the past number of years, Maple Senior High School has maintained relatively constant graduation rates. In 2005 the graduation rate for all students was 91.5%; in 2006, 95%, and in 2007, 90%. The graduation rate is well above the state average. The attendance rate from 2005 on has been consistently above 90%, yet, this percentage is below the state average, which is close to 95%.

The number of fully licensed teachers at Maple Senior High School is high. From 2005 – 2009 the percentage has remained between 96-99%. Teachers in Kansas are considered fully licensed when they hold a valid Kansas teaching certificate/license with the appropriate subject and grade level endorsement for the assignment they hold. The school district consistently employs teachers who are well-qualified in their subject area.

The latest expulsion information is from the 2006-2007 school year. There were nine students expelled, 6 males and 3 females. The latest suspension information is also from the 2006-2007 school year. There were 633 suspensions, 469 males, and 164 females. The total number of students receiving suspensions was 363 as some students were suspended more than once. There were 267 males suspended and 96 females suspended (Kansas State Department of Education, 2010b). There were 18 misdemeanors reported which occurred at school during the normal school day.

Data Collection Methods and Analysis

Because qualitative research is emergent by design, the research was flexible throughout the study. Multiple strategies, including focus groups, interviews, and review of documents, were used which is consistent with qualitative research. Data was collected during the Fall semester 2010. The researcher collected data by verbal means, making it possible for rich and descriptive data. Study participants, focus groups, individual interviews, data analysis, and a review of documents relative to the research questions and objectives are discussed below.

Study Participants

Purposeful sampling was used, as it is consistent with qualitative research. Merriam (1998) stated the most common type of interview sampling is purposive, where the researcher selects which groups and individuals to sample or interview. Because the purpose of this study was to learn about high school students views of a drug testing policy, participants were selected from this group, who could best inform the research questions.

The majority of Maple Senior High School students and their parents sign the random drug testing policy and these students remain in the random drug testing pool for the duration of the school year. There are, however, a minimal number of students and parents who do not sign the consent form. All students involved in this study signed and turned in their consent forms agreeing to participate in this school's random drug testing program. MNHS administration and counselors chose students according to criteria the researcher provided.

The goals of the focus groups were to collect data regarding students' thoughts, feelings, and perceptions as they related to random drug testing. Focus groups were held at Maple Senior High School during students' EnCor period, a study hall, as the researcher believed it important

for students not to miss class time. Adequate time was allowed for each focus group and interview with no focus group or interview going over one hour.

One condition for participant selection was the willingness to participate in a digitally-recorded focus group and the availability and willingness to participate in a follow-up interview; if it was determined that further information would be useful. The purposive sampling process and emergent design provided for an ongoing participant selection process until saturation was achieved. This process is more fully explained in the sections to follow that describe the focus group and interview data collection methods.

Focus Groups

Focus groups were chosen as the primary means to acquire information because, as Kitzinger (1994) states, “Focus groups can facilitate the discussion of otherwise *taboo* topics, such as illicit drug use, because the less inhibited members of the group break the ice for shyer participants or one person’s revelation of discrediting information encourages others to disclose” (p. 111). By allowing participants to articulate their thoughts and views with others they often realize what their own views are.

Focus groups usually consist of 7 to 10 participants and are useful for generating discussion from a variety of viewpoints (Bogdan & Biklen, 2007). The goal of the focus group was to collect data to help me learn about the students’ thoughts, feelings, and perceptions as they relate to random drug testing. Focus groups were scheduled at the school site and conducted in a social setting where students could build on one another’s responses.

The criteria for selection of students was (a) whether the student was male/female; (b) whether the student was under Kansas State High School Activities Association (KSHSAA) guidelines; (c) the student’s grade level; and (d) whether the student had previously been selected

for a random drug test. This combination of students allowed me to gain an understanding of the students' perceptions of the random drug testing policy from a diverse and true representation of the students enrolled.

Thirty-two students participated in focus groups and six students participated in an individual interview. Sixteen of the students were females, twenty-two were males, and all were White. Seven of the students had participated in a sport and fell under the guidelines of KSHSAA. The rationale for selecting students involved in athletics was relevant as it specifically relates to the Supreme Court's decision in *Vernonia School District 47J v. Acton*, where the Court upheld random drug testing for students out for sports because urinalysis of athletes was a reasonable requirement and because student athletes are viewed as leaders in schools.

Students were divided by grade level to insure older students did not dominate the group. A total of 32 students participated in one of three focus groups. One focus group was comprised of freshmen students only, a second focus group was comprised of sophomore and junior students, and the third was comprised of seniors only. Eleven freshmen participated in a focus group; six females and five males. Three of the females and three of the males had participated in sports. None of the freshmen expressed having been drug tested at the high school level. Ten sophomores and/or juniors participated in a focus group; five males and five females. Two females and two males participated in sports. Four of the ten sophomores and/or juniors revealed they had been randomly selected for drug testing during their enrollment at Maple Senior High School. Eleven seniors participated in a focus group; five of the students were females and six were males. Two females and four males participated in sports. Two of the seniors stated they had been randomly selected to take a drug test while enrolled at Maple Senior High School.

Administration at Maple Senior High School chose the students to participate in the focus groups. The administration at Maple Senior High School is aware of students chosen for random drug testing in previous years. Therefore, 25% of the students involved in focus groups were students who have been randomly selected for drug testing at some point while attending MNHS. Approximately 25% of the students enrolled in Maple Senior High School are selected for random drug testing annually; therefore, this reflects an accurate percentage to include in focus groups. I was not aware of which students involved in the focus groups had been randomly tested. Names of students tested remained anonymous to me and the information was not requested as part of the focus group or interview protocol. However, as noted above, some students were forthcoming about having been selected for drug testing, without being asked.

In addition to the criteria explained above, I asked administrators and counselors to consider, as they identified students to participate in the focus groups, to select students who were more outgoing and not afraid to share their thoughts and views with adults. Counselors and administrators visit and interact with students on a daily basis and therefore establish rapport with students during their high school years. These school officials have valuable insight and assistance in selecting the pool of students to participate in focus groups.

In order for rapport to be established adequate time was allowed so that the focus group was not constrained by a time limit. No focus group was scheduled for more than one hour; however, no focus group was stopped as long as there was relevant and rich discussion being shared. I worked with the administration and counselors at the high school to determine the best dates and times for focus groups. It was important to not schedule focus groups on days students have tests or activities the students want to attend. I found time slots during the days where

students felt comfortable and free from other obligations in order to visit with me. Each focus group was digitally recorded to facilitate transcription.

Although the initial pool consisted of 32 students, focus groups were scheduled to continue until the researcher reached the point of data saturation. Glaser and Strauss (1967) define saturation as the point at which no additional data are being found whereby the researcher can develop properties of the category. When similar incidences are described over and over again, saturation has been achieved. According to Guest, Bunce, and Johnson (2006) , “If the goal is to describe a shared perception, belief, or behavior among a relatively homogenous group, then a sample of twelve may be sufficient” (p. 76).

The data was collected through structured focus group questions with individual interviews following with selected students. These two forms of inquiry were selected for the purpose of engaging in dialogue with participants to elicit their descriptions and perceptions of the random drug testing policy. Focus group questions are contained in Appendix A.

Interviews

At the conclusion of the focus groups the need for individual interviews was determined. Interview participants were selected and scheduled. Interviews were scheduled for one hour. Lincoln and Guba (1985) stated interviews serve as a “conversation with a purpose” (p. 100). During the initial focus groups and dialogue with students, individual students emerged who shared rich and profound information. The added perspectives of these students in individual interviews provided for a more in-depth understanding of the random drug testing policy’s effect on students.

Many times when groups of students meet together there are one or two who are talkative and outgoing, often to the detriment of others who want to share their perspectives. Individual

interviews allowed for me to select students I felt had more to say but were unable to do so. Because males and females might have different perspectives on random drug testing, I maintained the option to select additional males or females depending on their responses during the focus groups, and six individual, follow-up interviews were conducted. Two freshmen, both male, participated in an individual interview. Neither freshman was out for sports. One junior, a male not involved in sports, participated in an individual interview. Three interviews were conducted with seniors; two of the students were male and one was female. Of the three seniors, only one male participated in sports. More males were purposely selected for individual interviews due to females being more vocal during focus groups. Three seniors were interviewed because one female in the focus group was very opinionated and vocal. The senior female who was interviewed was not a participant in the senior focus group. This allowed the interviewer to check for similarities or differences in the seniors' perspectives.

An interview protocol was followed and questions were piloted with students from another high school within the school district. Although each interview began with a preliminary set of questions, the conversation was allowed to proceed in the direction dictated by the interview participants. As Schwandt (2007) stated, emergent analysis unfolds and becomes a process of elaborating a perspective on random drug testing, revising that perspective as additional data are generated and new questions are asked, elaborating another version, revising that version or perspective, and so on. Interview questions are included in Appendix B.

Each interview lasted approximately one hour. Interview notes were taken during the interview process and respondents had the opportunity for member checking, the process of reviewing and clarifying the information collected (Erlandson, et al., 1993). Interviews were

digitally recorded with the permission of the participant. These tapes were transcribed and placed in an electronic database for analysis.

Analysis of Focus Group and Interview Data

All interview and focus group data were transcribed verbatim and checked for accuracy by the researcher. The transcripts from the interviews and focus groups, as well as information obtained from document review, were analyzed and unitized as discussed below. Unitized data was entered into FileMaker Pro database to facilitate analysis.

The transcribed interviews were broken down into units for easier analysis. The researcher used the constant-comparative method (Merriam, 1998) and continually compared one unitized segment of data with another to determine similarities and differences. Data were differentiated, combined, and assigned a label that served as a category or theme. A coding process was used to compare and categorize the data. Topics that were repeatedly identified by students and topics that occurred and reoccurred identify themes (Ryan & Bernard, 2003). Words and phrases that repeated themselves throughout the research became coding categories. Through content analysis, the researcher looked for patterns or themes that emerged from the data. Each theme or category was assigned a code to assist with the organization and analysis of the data. Coded chunks or data segments provided information to link segments (Miles & Huberman, 1994).

For this study, data were sorted and then coded into the following four categories representing student perspectives of: (a) policy, (b) drug usage, (c) drug programs, and (d) drug survey. The data was further broken down in those four categories by whether the statements were (a) positive, (b) negative, or (c) neutral. Coded chunks of data provided information to link segments. Repeated topics were identified by using an Excel spreadsheet and themes were then

assigned. The number of similar responses in each theme were compared. The main findings for the research questions were organized into a total of nine categories which are discussed in Chapter 4.

The patterns that emerged were then examined through the theoretical framework detailed earlier. Once patterns were verified the individual units of data were examined against the theoretical framework to substantiate their placement in each category. When all of the data had been collected analysis began and tentative findings were substantiated, revised, and reconfigured (Merriam, 1998). The review of the data allowed for discussion and interpretation of the study and implications for future policy and research.

Review and Analysis of Documents

The collection and review of documents is a strategy commonly used in qualitative research (Creswell, 2009). Documents were collected for content analysis and provided triangulation for the study. Documents were analyzed in the same manner as the transcripts from focus groups and interviews and were used to verify themes in the data. In order to gain a more accurate understanding the implementation of the policy for random drug testing, the following documents were reviewed: the Board of Education's Random Drug Testing Policy, the Communities That Care Survey (CTCS), the building and district suspensions/expulsions information, the student handbook outlining policies and procedures related to discipline and the random drug testing policy consent forms.

The district's drug testing policy and consent form was reviewed and compared with what current literature states is *best practice* regarding schools implementing random drug testing policies.

In order to obtain accurate information as to the number of students at this suburban high school currently abusing illicit drugs, the standardized Communities That Care Youth Survey (CTCS) was reviewed. This survey is given yearly to all sophomores and all seniors enrolled in the school district in the fall. The counseling department oversees the administration of the survey. Results of the survey are sent electronically to administration during the spring semester. This survey measures 29 risk and substance use behaviors. It is considered an effective instrument for assessing secondary students' activities and behaviors (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr, 2002).

As an administrator in the district I have access to the CTCS results; however, approval was obtained from district staff to use the results from The Communities That Care survey in my research. Data gleaned from this survey was important, as it highlighted the perceived substance abuse at this suburban high school. The numbers of years this survey has been given and the accuracy of data obtained have documented the authenticity and accuracy of this information. These data furnished descriptive and relevant information as well as offered an historical understanding of drug usage by students in this suburban high school. This particular school district implemented the random drug testing policy in the fall of 2007. The CTCS results were reviewed from 2007 through the 2010 school year to look for patterns and increases or decreases in student illicit drug usage.

The student handbook was reviewed noting the discipline policies with regard to student drug usage. Documents were also collected from the drug testing facility as to number of students tested, numbers of students testing positive, and information regarding what illicit drugs students are testing positive for. Due to the nature of this study FERPA policies restrict any information regarding the names of students testing positive.

Protection of Human Subjects

Permission was obtained from district officials in order to ensure no potential harmful impact or risk to students participating in the research. The Maple superintendent and high school principal provided letters of support for the study. The Institutional Review Board of Wichita State University approved the proposed study before I began. All participants under the age of 18 provided their personal assent in addition to written consent from a parent or guardian in order to participate in a focus group and an individual interview. Adult consent forms, parent consent forms, and student assent forms will be kept for three years as required for documentation (See Appendix C for copies of consent and assent forms). All participants were informed their participation was voluntary and were free to opt out of the study at any time. Students interviewed and participating in the focus group were assured of confidentiality by assigning aliases to individuals when writing the final dissertation. All information was kept confidential and I emphasized the confidential nature of the data collection. Audio recordings were destroyed upon completion of the report.

Each student was provided information about the study and the interview protocol. An information sheet was given to each participant giving the details the study, including the purpose and research questions, as well as the researcher's contact information.

Research Quality

A major concern in all research is the validity, trustworthiness, or authenticity of the study. Validity is defined as how accurately the account represents participants' realities of the social phenomena and is credible to them (Schwandt, 1997). In order for me to conduct interviews and focus groups and establish rapport with students at Maple Senior High School, I

clarified further that the information shared would be confidential and have no impact or consequences.

Member checking was utilized with both focus groups and interview participants. According to Lincoln and Guba (1985) member checking is “the most crucial technique for establishing credibility” (p. 314). Member checking helped ensure the accuracy of my information by sharing conversation points at the conclusion of each focus group and interview. By doing this participants were able to confirm the credibility of the information.

At the conclusion of each focus group and interview I reviewed with students what had been said. Students agreed with the information shared and verified their perception of the random drug testing policy.

For this study I reviewed documents and conducted interviews and focus groups. This provided for triangulation of data. Triangulation is a validity procedure where researchers search for convergence among multiple and difference sources of information to form themes or categories in a study (Creswell, 1998). Triangulation provides for a better study, as the researcher uses multiple sources of information to provide a fuller understanding of the random drug testing policy and the students’ perceptions of this policy. Evidence was collected through multiple methods – interviews, focus groups, and document analysis. This ensured validity as this process relies on multiple forms of evidence rather than a single incident or data point in the study.

In order to establish credibility the setting, the participants, and the themes of this study were described in rich detail. According to Denzin (2001), “Thick descriptions are deep, dense, detailed accounts...Thin descriptions, by contrast, lack detail, and simply report facts” (p. 83). The purpose of a thick description is that it creates verisimilitude as readers believe they have or

could experience the events being described in the study. Credibility is therefore established through the lens of readers.

The next chapter, chapter four, reveals the findings from the focus groups and individual interviews. Finally, chapter five will include conclusions and the implications which may serve to foster further research into student voice as well as how policies affect students' educational experience.

CHAPTER 4

RANDOM DRUG TESTING AND DRUG USAGE: STUDENTS PERCEPTIONS

This part of the chapter begins with a description of Maple's random drug testing policy, procedures for implementing it, and data on drug testing at the high school. This is followed with a presentation of findings from analysis of the data. The data were organized around two main themes, Student Perceptions of Policy and Student Perceptions of Drug Usage. There was one distinct finding under Policy: The students understanding and beliefs about the effectiveness of the random drug testing policy. Six sub-headings were identified under the first theme: (1) Students had misconceptions about the random drug testing policy, (2) Students believe random drug testing is not random, (3) Students believe random drug testing is punitive, humiliating, and if you are chosen to be tested you are a bad kid, (4) Students believe random drug testing encroaches on their personal lives, (5) Students believe random drug testing for students out for sports is acceptable, and (6) the money spent on random drug testing should be used in classrooms.

There were three findings under the theme of Drug Usage: (1) Students beliefs and perceptions of drug usage at Maple Senior High School, (2) Students perceptions of The Communities That Care Survey, and (3) Students perceptions of a positive drug program. These findings are then linked to the study's research questions.

Research Questions

This study sought answers to the following four research questions:

1. What are high school students' perceptions of illicit drug usage by students?
2. What are high school students' perceptions of the random drug testing policy?

3. In what ways, if any, do students feel the random drug testing policy affects them?
4. What are high school students' perceptions of an effective policy or practice to reduce student drug usage?

USD 510 Random Drug Testing Policy

The Maple School District implemented a random drug testing policy in the Fall of 2007. The policy itself states random drug testing was implemented to provide an additional deterrent to curb issues related to substance abuse in students. The district wanted to provide an avenue for students to say no when pressured by peers. Students and their parents are asked to sign an Informed Consent Agreement (Appendix E) to participate in the drug testing program.

The district has contracted with an outside vendor to conduct drug testing. The outside vendor is sent enrollment information for students' grades 7-12 periodically throughout the year. The vendor randomly selects names of students from the names provided for random drug testing. The vendor selects up to 10% of the eligible students for testing each year. A true random process is used. That is, every eligible student is subject to being selected from every drawing, with the same probability of randomness throughout. Random drug testing is performed weekly throughout the school year with approximately eight students tested weekly.

The school district believes participation in school sponsored extra-curricular activities is a privilege. Therefore, any student participating in extra-curricular events is subject to random drug testing.

The random drug testing program was designed to be non-punitive. There are no academic penalties for testing positive to drugs; testing positive is not documented in any student's academic record; information is not shared with legal authorities; and records of drug testing are destroyed at the end of each school year. Although the program was designed to be

non-punitive, failure to sign the policy means students have lost the privilege of participating in any extracurricular activity. The student also may not attend school dances or graduation, or park on USD 510 owned property.

The policy tests for any illicit substance which includes the following: alcohol; amphetamines/methamphetamines; barbiturates; benzodiazepines; cannabinoid; methadone; opiates; phencyclidine; and propoxyphene. USD 510 reserves the right to test for any and all illegal or controlled substances as determined at the discretion of the district.

If a student tests positive the following process is used: a) the student is suspended from all extra-curricular activities for a minimum of four weeks, b) the student is required to submit to five follow-up drug tests during the next calendar year, c) the student is required to participate in a chemical assessment program to determine the extent of their drug/alcohol use, and d) the cost of the chemical assessment will be the responsibility of the student or student's parents/guardian.

If the student should have a second positive the student is suspended from all extra-curricular activities for up to eight weeks and is required to enroll in a drug treatment program. Should the student have a third positive the student is barred from participating in extra-curricular activities for a minimum of eighteen school weeks. The student is required to complete a drug recovery program and must complete a negative drug test at the student's or parents expense. The student is then allowed to participate in extra-curricular activities and is required to repeat five necessary follow-up drug screens.

The parent or student may visit with the medical review officer at any time to discuss positive tests. The parents may appeal a positive test and request a second testing. The student and/or parent assumes responsibility for payment of all fees for a second test. A written request

to appeal must be submitted to the Superintendent within five days of receiving notice of positive results.

Random Drug Testing Process at MNHS

A list of students who have been chosen by the drug testing facility is emailed to the administrator of Maple Senior High School. The testing facility also sends an alternate list in case some students that were randomly selected are not at school on the testing day. Students randomly selected for drug testing are called into the administrators' office and informed they have been randomly selected for a drug test. The student is offered the opportunity to call a parent at this time, although very few students call a parent. Students are also asked if they would like a bottle of water in case they had just used the restroom.

Students are escorted by the administrator to the teachers' lounge where the vendor providing the drug testing is located. The vendor explains the process to the student(s) being tested and the drug testing begins until all students have finished the drug testing process. Students may leave and return to class once a urine sample has been given.

It is not uncommon for students to have difficulty producing a urine sample. The student is once again offered a bottle of water. Often students are asked to jog or walk in the hallways with the hopes of speeding the process. Occasionally students will wait an hour or more. If the student still is unable to produce a urine sample, parents are called and asked to take their student to the drug testing facility after school or the following day.

The vendor sends via mail the results of the student's urine sample. If a student tested positive the vendor calls the students parents to discuss the results. Often students are taking medications that account for a positive drug test and the parents will verify their child's

prescription. If no medications are being taken, the student will meet with the administrator regarding the positive drug test and follow the guidelines of the policy for testing positive.

Generally students' response to being selected for a random drug test is nonchalant. Students go through the motions as required by the drug testing company, and follow the process as instructed. The main complaint from students, and occasionally from parents, is missing classroom instruction for random drug testing. If the student is unable to produce a urine sample right away, students may miss an entire class period.

Number of Students Tested and Their Results

Data for Maple Senior High School drug testing has not been kept. The drug testing venues have changed throughout the years with no statistical information available. This is partly due to the random drug testing policy, which states all information regarding the random drug testing will be destroyed at the end of each school year. The only information available is for the current school year, 2010-11. From August 2010 through the end of March 2011, 72 students have been drug tested at Maple Senior High School. Four of the 72 students had tested positive for drug usage. All of the students were male and all tested positive for marijuana.

Suspension data for student illicit drug usage or possession of drugs for Maple Senior High School is limited. During the 2006-2007 school year, 45 students were suspended out of school for drugs. Five of those students were eventually expelled. During the 2007-2008 school year 38 students were suspended for drug usage or possession of drugs, with 7 of those students expelled. There were 35 students out of school suspended for illicit drug usage or possession of drugs, with 10 of those students expelled in 2008-2009. During the 2009-2010 school year there were 25 students suspended out of school for illicit drug usage or possession of illicit drugs. Three of those students were expelled from Maple Senior High School.

The numbers have declined significantly from the 2006-2007 school year. The numbers from 2006-2007 to 2009-2010 have declined by nearly 50%, which is a considerable decrease in suspensions of students for illicit drug usage or possession of illicit drugs.

The data regarding suspensions for illicit drug usage or possession is limited as it does not include information regarding whether the suspensions/expulsions were for possession of drugs, testing positive on a suspicion based drug-test, or, for trafficking drugs at Maple Senior High School.

Perceptions of Maple Senior High School's Random Drug Testing Policy

Students in the study were aware of the random drug testing policy and understood it applied to all students attending Maple Senior High School. However, students seemed confused about why the school would randomly drug test students who, in their opinion, obviously were not using drugs. Students understood the policy was random, yet, believed the policy would have more impact if drug testing remained for suspicion and teachers had input into who was tested. Students shared, as this freshman did, "A lot of times we test students who don't do like drugs and stuff."

Students Had Misconceptions About the Drug Testing Policy

Students believe the policy is ineffective. The reasons they believe it are ineffective are due to misconceptions about how the policy came about, and misconceptions about the consequences.

Students had misconceptions for why the policy came about. They shared a wide variety of reasons for why they believe the random drug testing policy was implemented in the first place. One student in the sophomore/junior focus group shared it was implemented because, "everybody got caught doing stuff in the parking lot and stuff." Other students believed the

school district implemented the random drug testing policy because parents had requested it. A senior stated, “It was a parent thing at a board meeting. The board was like ‘that sounds like a great idea, let’s do it.’” The student further stated, “Well, no, let’s not.”

Although some students believed the random drug testing policy was implemented at parental request, other students shared the belief that many parents do not approve of the policy but were forced to sign anyway. A student shared, “There’s a lot of parents who don’t like it because of the punishment if you do drugs. Like, if you did they would expel you and you wouldn’t be able to come back for 180 days.” Students believed parents wanted the school to police student drug use, but were not supportive of expelling students who tested positive.

The students believed most parents were aware of their children’s drug usage and know if their child is doing drugs. Students discussed how some parents are also involved with drug usage and maintain liberal views regarding marijuana use. Some students shared information about parents using drugs with their child. A senior commented:

Most parents know. It depends on what it is. If I got drug tested and cocaine showed up my mom would be like “Sarah!” But, like, drug tested and there’s weed, she’s like, “Okay, I can’t believe that’s what you’re spending money on. You have bills to pay.”

This student was very vocal in her belief, as well as her parents’ beliefs, regarding drug usage. This student stated her parents are aware students use drugs and also aware of her own drug use. According to this senior her parents are okay with her drug usage as long as it is just marijuana. The senior further explained how marijuana in some states had been legalized and therefore the consequences for using marijuana are too punitive and marijuana usage should not be a big deal.

Students also shared information indicating some misconceptions regarding consequences for a positive drug test. One such misconception was their belief that students who

initially tested positive and then tested positive again would be expelled. A freshman shared, “The student could be expelled maybe but I’m not sure. [The student will] have an expulsion hearing.” Sophomores and juniors believed if you continued to test positive you are required to have a hearing in the court system and eventually be expelled from Maple Senior High School.

When asked, in focus groups, what expulsion meant most students were unable to give a definition although they understood it had something to do with not being able to attend school. Students believed testing positive again after the initial positive drug test meant, “You’re out of school for 180 days,” and “the cops apprehend you.” Not only were students unsure of the policies consequences, they also had misconceptions about the prevalence of random drug testing policies in schools.

Students also had misconceptions about how widespread random drug testing policies were. Students believed Maple Senior High School was one of the few schools that still conducted random drug testing. Students shared a belief that many schools had the policy in the past and had dropped their random drug testing programs. A student in the sophomore/junior focus group stated, “We’re one of the few schools that still does this. It wouldn’t be a huge deal if we didn’t have it.”

Students Believe the Random Drug Testing Policy Does Not Deter Drug Usage

Students who participated in the study openly shared their views regarding the effectiveness of the random drug testing policy to deter or reduce drug usage. Students believed the random drug testing policy was not effective in either identifying drug users or deterring drug use at Maple Senior High School. For example, when asked if the random drug testing policy was doing whatever it was set out to do one student in the sophomore/junior focus group shared, “Not if you can name off ten kids right now that are doing drugs. If they got drug tested right

now you know half of them wouldn't pass or none of them would pass." Students in the focus group all agreed. Students in all focus groups believed the drug testing policy had little to no impact on a student's decision to use drugs. One senior commented, "Well, it isn't really controlling drug use, it doesn't make them stop. I don't know how to explain it. I've never used any drugs but the policy wouldn't stop me." Students believed that having consequences and forcing the random drug testing policy on them did little to deter student drug usage. A junior shared, "Regardless of all the restrictions, kids are still going to use drugs. Some kids are still going to find a way around it because they're that desperate to use drugs."

Students did not believe the random drug testing policy was having an impact on a student's decision to use drugs. The students believed students who chose to use drugs would do so regardless of rules and policies. A student commented, "Having drug testing is not stopping it." Students believed it did not matter what consequences students received, if a student wanted to use drugs, the student would. A student shared:

These kids are going to do it regardless of the policy and you have to realize that nothing you are going to do is going to stop a kid from doing it. Telling them they can't do it is even going to make them want to do it even more.

When asked if the policy had made any difference in the number of kids who chose to do drugs the students commented, "minimal." Another student shared, "Bad as it is I think people are still going to do it anyway. No matter how much schools tell not to. I think teenagers are going to keep on doing it regardless." One student shared, "I think it's a good way of controlling drug use but there's just not enough kids out there who have been tested to say that it's actually being done. So it's like it's not even happening." One senior stated the policy was "worthless" as it didn't address students who bought, sold, or distributed drugs.

Students shared it is their own personal beliefs and their own character which influences their decision whether to use drugs. A freshman shared, “The policy doesn’t keep me from using drugs. The policy didn’t bother me either way because I would never do drugs anyway.” A senior shared, “I could still do it whether there was drug testing or not. I don’t think it would stop me if I wanted to.” Students in interviews and focus groups perceived the policy as not preventing students from choosing to use drugs. A junior shared, “Having drug testing is not stopping drug usage. It’s not preventing anyone from doing it.”

Students agreed the policy affects very few and does not discourage students from using drugs. When asked if, after the policy had been implemented, it made any difference in the number of kids who decided to do drugs, one senior participant stated, “It may affect a couple of kids who have never done drugs before who say yeah, maybe I better not do that because of random drug testing.” A freshman responded, “The policy doesn’t make them stop.” When asked if the policy was keeping students from using drugs a senior responded, “No, it’s a good attempt, but, ultimately, no, it’s not very effective.” The older students, who had signed and agreed to follow the guidelines of the random drug testing policy for four years, believed the random drug testing policy was not a deterrent to drug usage. One senior’s comment captured this sentiment about the policy:

It’s not really doing anything. It’s not going to stop anything. That’s what I’ve noticed as it progresses over the years, from freshman to senior year. During the second and third year students started realizing that they don’t know anybody that has gotten tested. You can’t find people that have actually gotten tested so it gives the illusion that no one’s actually being tested and so it’s not really implemented. It’s just kind-of an empty threat. So, it’s not really doing anything. It’s not going to stop anything.

Maple Senior High School had over 2,000 students enrolled at the time of the study. With approximately 8 students drug tested per week, students participating in the focus group shared they were not aware of anyone being selected for testing, other than themselves, if they had been randomly selected. Students viewed this as having little impact when so few students are tested. The senior student quoted above continued,

I only know of one person who's been tested in all four years. There are kids that I see that are very obviously doing drugs and they will admit to other kids that they are doing drugs at school or right before or after school and they've never once been tested.

Students shared they were unaware of any other students being selected for random drug testing as well as believing students who were selected for random drug testing were intentionally selected by administrators and counselors, not randomly chosen.

Students Believe Random Drug Testing is Not Random

Throughout the focus groups students many times commented they did not believe the random drug testing was random. One student made only one comment during the focus group, which led the researcher to believe it was extremely important to him. The freshman's only statement was, "I don't think it's random." In another focus group a senior commented, "I know it's random, that's what they say." This comment was followed by laughter from all students. A freshman commented, "I would say it's a lot more stereotyping than being random." Another freshman added, "I'm sure there's some stereotyping in there somewhere." Students firmly believed that not only staff at the school stereotyped students who used drugs, but so did other students. A freshman commented:

I have a lot of friends that, people, just because the way they like dress and act and who they hang out with, like, you shouldn't hang-out with them. Why? Because they do drugs.

I've known them for quite awhile and they don't do drugs.

Students believed students were stereotyped as drug users and selected for testing. A freshman stated, "It's stereotyping. You know, it's just like they dress this way, they hang out with these people, obviously they've been doing drugs by the way they act around other people."

Students in all focus groups believed the teachers, the counselors, and the administrators make the decisions as to who is drug tested. A student said, "I think it's the teachers, I think it's the counselors, and the principals, too." Other students believed students were chosen from bully reports, counselor issues, and rumors of drug use. Students also stated if a student was suspicious their name was also put on the list to drug test.

Students in the sophomore/junior focus group believed drug testing was half random and half selected. One student stated:

I think it's half and half. Like if they really feel strongly that this group of people might be up to something then they might test them for it. Some of them might be random, we don't know. But, most of my friends agree with that cause that was just kind-of-weird last year when six of the tests came back positive.

Part of the confusion for students in not believing the drug testing is random is they believe the same people have been drug tested two or three times while they themselves have never been tested. One student shared, "They are testing the same kids over and over again." Another student stated, "It's the same three or four people per month." Students who have previously tested positive may be tested for follow-up as many times as administrators choose, therefore, it

appears to students the same students are tested over and over. In those cases, the follow-up testing is not random, but students would not be privy to that information.

Students Believe Random Drug Testing is Punitive and Humiliating

Students in all focus groups believe the random drug testing policy is harsh and punitive. A student commented, “I could one day have to go pee in a cup and I could get suspended.” A freshman shared:

Your student ID is stamped, and if you try to get in a game and your name is on the list, it’s an embarrassment. They have to tell you no [you can’t attend] because you’ve been drug tested and you feel really embarrassed about it.

In the previous statement students have a misconception believing a positive random drug test means you cannot attend activities. The USD 510 random drug testing policy states if you do not sign the random drug testing policy students are not allowed to attend school functions/activities or park in the school’s parking lot. In some ways, not participating in the random drug testing program is just as punitive as testing positive for drugs.

Students lamented the policy seemed extremely harsh as one student in the sophomore/junior focus group put it, “If you get expelled it’s just going to give you more time to ruin your life.” A freshman shared, “My mother would kill me if I tested positive. If I get expelled I don’t know where I would go because I’ve been here all my life pretty much.”

Students stated they did not want to miss out on anything during their high school years and found the policy “really unfair.” They enjoy attending activities and events outside of school and would sign the policy just to be allowed to attend events outside of school. A junior stated, “I would still sign it if the extracurricular activities were in jeopardy as I like to go to school activities.” Another student felt coerced into signing the policy. The senior stated:

If we don't agree to the policy the only thing we're allowed to do is attend our classes and then get out. We can't even drive and park in the parking lot. For students who don't do drugs their parents don't think it's right. They don't have a reason for being tested but if they choose to not agree with the policy they're deprived of all those privileges. I think it's just kind of wrong.

Students believed the policy was implemented to scare them. When asked why the district implemented the random drug policy a student commented, "To scare kids. To make them think that oh, I could one day have to go pee in a cup and I could get suspended." A freshman shared when selected at the middle school for random drug testing, "I didn't do drugs but I was so scared because I didn't know what was going to happen." Others shared the policy was implemented to "Put the scare in us. Oh, we might drug test you randomly."

A senior commented the policy seemed like a threat. The student stated, "I think that's a little bit much just because it comes off as a threat. I don't think it's necessary to impose that because it's just kind of harsh and it makes people dislike the drug testing even more." The student continued, "It's like they are taking away our options because if we don't [drug test], we can't walk at graduation and that's what everyone wants."

One part of the policy students believed extremely punitive was not allowing students either testing positive or refusing to sign the consent form to walk at their graduation ceremony. One senior stated, "You put four years into this school; thirteen years if you've gone here your whole life. And then one paper can make you not walk? That's just ridiculous." A freshman commented:

I think one part of the drug policy was harsh, about not being able to graduate. I thought that was pretty harsh. I mean, activities, yeah, that's reasonable, but I don't think you should not be able to graduate if you were doing drugs.

The freshman continued, "I think that if you were on drugs and you did want to graduate I think you should get some help, but, I don't think you should not be able to graduate. I didn't agree with that." Students agreed students who had tested positive to drugs should still be able to graduate. A freshman showed insight and stated:

I think they should at least get some help before they do graduate. Like, talk to counselors about why they are doing drugs, and at least try to get some help. Maybe go to rehab depending on what kind of drug it was.

This group of students generally agreed they would not use drugs, regardless of the policy; however, they stated not being able to walk at graduation would probably stop them from doing drugs. A student commented, "It would risk my graduation and that's a big risk."

Many students stated when they were targeted for random drug testing they believed it meant they were not a good kid. One freshman selected for drug testing at the middle school stated, "Oh, they think I'm a bad kid because I'm getting tested." Another student selected at the middle school for random drug testing exclaimed:

Well, yeah, I thought, well gosh, they think I'm a bad kid, you know, like, some of my friends do drugs. So I just kind of got a little freaked out about the fact that they thought I was doing something like that.

A senior commented, "It's like the initial reaction like 'pee in this cup.' I'm not a bad kid. I'm sorry, I'm sorry."

These types of comments continued throughout the focus groups. Students made statements such as, “Yeah, yeah, they think I’m doing drugs and now they’re going to test me,” and, “If you are a kid that gets in trouble, well, maybe we should flag him.” Another student added, “I guess I would think that they think I would be doing drugs if I were tested. That’s offensive to some people.” Another student lamented, “I am a great student. I have a 3.0 [grade point average]. I’m nice. You guys like me. You don’t think of me as this dirty kid.” One student in the sophomore/junior focus group commented on why he believed he had not been tested because he did not fit the “bad kid” stereotype, “Maybe I seem like a good kid. I’m in National Honor Society and sports and stuff. I make good grades, so maybe they don’t think they can test me. I don’t know. I haven’t been tested once.” Another comment from a senior relates to the previous statement,

I’m not even that smart, really, I just kind of skid by. I’ve never failed a class. I’m not a bad student. I don’t get in trouble except for one year I got in a fight with a girl, that’s it. I don’t get how I’m a bad kid and how one day they’re just going to suspend me. I don’t know, I just don’t get it.

Students agreed that in reality, the bad kids are the students who are bringing drugs into the school and who are actually having legal problems outside of school.

A number of the students commented they had been tested and felt the experience was humiliating and demoralizing. One student in the sophomore/junior focus group stated, “I had to sit there like for two hours because I could not go to the bathroom. They made you drink water until you’re about to throw up.” The student continued stating she told the administrator, “I cannot keep drinking water, like, I feel sick.”

Students shared their experiences of being randomly selected and described the process of being selected for random drug testing as embarrassing and degrading. One senior who had been drug tested stated, “It was in the teachers’ lounge. They made me walk around in laps. They made me sit in the toilet in the stall like I was a kid. They asked me is anything coming out yet? I said, ‘no.’” The senior continued by stating the adult asked her to please get it in the cup if the student was able to go. The student stated, “I felt like I was retarded.” Students laughed in response to this student’s experience with drug testing.

Other students describing the experience of being randomly selected stated the process was endurable unless you had something to hide. A student in the sophomore/junior focus group who had also been tested said, “I was taken out to the van to do my business.” The student continued, “If you aren’t doing anything it’s fine.” A few other students commented that if you aren’t doing drugs you have “nothing to worry about.”

Students believed when students are called to the office for drug testing some of the students failed to show up. A sophomore/junior commented, “Some students probably don’t even show up when they’re called down because they think they’re going to be drug tested. So, they don’t show up. They try to get out of it.”

Students Believe Random Drug Testing Encroaches on Their Personal Lives

Students vehemently stated and agreed that what they do on the weekends should not be the school’s business, and felt the drug testing policy was one more way the school could interfere with their personal lives. Students agreed, “They are too worried about what we do outside of school.” When asked for clarification of who “they” were, the students commented the principals and administrators. One senior commented, “It’s a very guilty until proven innocent system. They assume we are all guilty and people are like, well, if you don’t do drugs what do

you have to hide?” Another student commented, “They should just mind their own business.” Students clearly feel their lives outside of school, as well as what they choose to do outside of school, is their own business, and should not be the school’s concern.

Students commented that the school did not need to be involved with their activities outside of school. One senior commented, “It’s like their Facebook stalking they do. That has nothing to do with school. They’ll print off conversations that you’ve had with someone like on a picture or something and call you in and suspend you for it.” Students believed administrators in the school district maintained fake Facebook accounts and added students as their friends in order to spy on them. Students also believed the school, by viewing Facebook accounts, was indeed prying into their personal lives and stalking them. A student commented:

When it has nothing to do with school? Like pictures of people drinking? I know a bunch of my friends got in trouble last year. But, that has nothing to do with school.

School was not involved in any way. So why is that any of their business?

One student, in an individual interview, also felt the policy was an intrusion. The student stated, “I think it’s kind of digging into peoples’ personal lives. I think it’s kind of wrong.”

Students did agree the school should intervene if the students bring the issues into school. A student commented, “If it had to do with school, like beat someone up at school, or I hate this teacher I hope she dies.”

Students Believe Random Drug Testing for Students Out for Sports is Acceptable

Students involved in sports held a more favorable view of the random drug policy. A freshman stated:

I think it’s pretty important that we do have it. I mean, if kids are doing drugs and doing sports and around other students that kind of influences them. I think that if

you are doing sports you shouldn't be doing any drugs because that can cause problems.

Most students generally agreed. A freshman stated she thought the policy was good, "Especially for people in sports. Lots of people refrain from it especially during sports season." Students generally believed the policy kept students out for sports from doing drugs while the sport was in season. However, a student commented, "I think maybe like once school started [they did drugs], but then stop." Another freshman shared, "Sometimes they only quit during sports and after that they could care less." These students tended to believe student athletes abstained from doing drugs while competing, but resumed once the sport season had concluded. One student participating in sports believed getting involved with drugs when you are out for sports would be detrimental to the team. The student in the sophomore/junior focus group stated,

During football, during the season and conditioning, drugs mess you up. You're tired. You have to be in shape for football and your team. You are with your team.

The same holds true with soccer and swimming.

Although students were generally supportive of drug testing athletes, the students' perceptions of when student athletes were randomly selected differed. Some students believed athletes were only tested during their sports season. One senior commented, "I think they should test off-season. They don't drug test athletes in season because if the athlete comes out positive they don't want to deal with it." This comment insinuated students out for athletics have privileged positions and student athletes were deliberately not tested in season due to the repercussions to the team if the student should test positive. Another senior shared their perception of the consequences for testing positive if you were out for a sport, "If you're an athlete you're suspended for a quarter of your games, or something like that. Or, a quarter of your season." The

students' perceptions are athletes, therefore, are not randomly selected for random drug testing during the students sports season because they were too valuable to the team.

Students also believed students who were not out for sports were given more discipline than those out for sports. A senior commented, "The ones that weren't athletes got in more trouble than the ones who were." This could be a misconception due to students who are tested based on suspicion rather than testing positive due to random drug testing face different consequences.

Students Believe Money Spent for Random Drug Testing Should be Used in Classroom

Students voiced their concerns about the cost of drug testing. Although the students were unaware of the exact cost, they were concerned about the cost of drug testing and had ideas as to where the money would be better spent. Most students were not aware of how much it cost to drug test. A student in the sophomore/junior focus group stated, "I think it costs about \$50." Another student in the sophomore/junior focus group shared, "I know they used to say it cost \$50 per person we drug test. So, we spend money on that." A senior had visited with the principal at Maple Senior High School in a previous year stated, "It cost \$50 per person we drug test." Another senior joined in commenting, "We could spend money on better things." One student commented, "I do think drug testing is okay. But, to drug test everyone and spend all that money to do it?" Another student commented, "Someone told me it wasted money on drug testing. It wastes money on something else we could buy." A senior shared, "We should be spending money on something that is actually helping us." Another senior added, "We should be spending money on something way better than this. Another student supported the policy but stated, "I don't know if it's a waste of money. We're one of the few schools that still does this. It wouldn't be a huge deal if we didn't have it. Yeah, we could spend money on better things."

Although the students were unaware of the actual cost of the drug testing, they were aware of budget cuts and how these cuts have affected their school experiences, both inside and outside the classroom. One student shared how they were no longer allowed to go on field trips due to the cost and the Maple district no longer allowed field trips to be taken. Students stated they would much rather be allowed to go on educational trips than spend the money on drug testing. A senior complained,

We can't take field trips anymore. I remember when I was in biology my sophomore year and I took it in the spring. Everyone in the fall got to on this field trip that they've got to do every year, to go out and take samples and stuff. Since the fall and the budget cuts we cannot go.

Another senior followed by stating, "Yeah, my class was the last one that go to go." Yet another senior commented, "Even if you fund it yourself they will not let you go." The seniors continued, "It was totally the best part when we went on field trips like to the zoo or something." Another senior added, "Yeah, we can't go to the zoo either." The students also shared, "They don't let kindergartners take field trips any longer either."

Other students would have liked more money for classes. Instead of spending money for drug testing, one student stated, "There's other things that we could use the funds for like industrial art classes and art supplies." A student in the sophomore/junior focus group commented, "I know my ceramics class needs clay. It's so expensive." All students in this focus group agreed they would like money spent in the classroom rather than random drug testing. A senior spoke about the additional fees they pay for some classes, noting, "The art classes and stuff we now have to pay \$10 for, which isn't that bad, but still, I mean, that's a class offered."

They believed the money spent on drug testing could help defray those additional costs students incur.

Students out for sports would rather have the money spent on items for their teams. One athlete in the sophomore/junior focus group stated, “Our sports uniforms are like ten years old.” Another student agreed by pointing out, “Yeah, our soccer bags, the zippers don’t work anymore.”

Students also commented on the amount of money parents were required to pay if their child tested positive. A senior stated, “If you do come up positive your parents have to pay for the follow-ups which are expensive. They want to keep testing you and keep track of you.”

Students believed most of the students chosen for random drug testing tested negative, which in their minds was an unnecessary expense, as one student put it, “Especially when, I’m sure, the majority come out negative.”

Perceptions of Drug Usage at MNHS

The next section provides perceptions from students under the theme of drug usage. There were three findings under the theme of Drug Usage: (1) Students beliefs and perceptions of drug usage at Maple Senior High School, (2) Students perceptions of The Communities That Care Survey, and (3) Students perceptions of a positive drug program.

Students Understanding and Beliefs About Drug Usage at MNHS

Students viewed illicit drug as something many kids will do no matter what school they attend. Students stated those who chose to do drugs would do so regardless of a random drug testing policy. Generally this group of students, however, viewed drugs as something they wanted to stay away from. One sophomore commented,

I don't need to use drugs. I have two more years here and then I'm done. I'm going to go to college. Do you really think that if you do drugs all the time that you're going to get into a good school and that they're going to look at you? I find no need in all that.

The sophomore continued by stating, "If you want to go to college and have a scholarship for football do you think they are going to look at you if you smoke every night?" Another student commented, "I don't do it. I'm against that kind of stuff." Yet another student stated, "I wouldn't do it." As the previous quotes indicate, these students, in general, did not want to be involved with taking drugs. One sophomore stated,

I think that it's wrong, I think it's incredibly stupid. I've seen people who have been on drugs and I don't want any part of that. I don't think there's no point or justification to it at all. It's just not right and I would never want to try it.

Students shared they had been around other students who were involved with drugs and felt they knew how to handle the pressures and had the ability to say no. A junior commented, "I usually don't follow too easy and I usually say no. My friends understand that 'okay, my friend doesn't use.' They understand. I'm around kids that do and I can say no." A senior shared, "I've never been pressured into it. I've never experienced that before as no one's ever offered or ever pushed anything. I've never seen it." This student continued by stating, "I'm pretty adamant and I don't ever want to ever even try it. I know how to say no and I'm not afraid to say it." One student had firsthand experience with drug usage in his family and therefore wanted no part of using drugs.

The senior stated,

Actually, I've encountered some family members that have had drug abuse. I think it's a terrible thing. It ruins peoples' lives. It takes their jobs, their money, and their knowledge

of what they should be doing – the right and wrong of things. It puts them in a really low place and some people go so low when they don't have access. Then, they get depressed. It becomes their bread and butter and what they yearn for. I think that is just really wrong.

Another student shared his/her experience of being pressured to use drugs, but being able to refuse and walk away, by stating,

Yeah, I've been pressured, but I've never felt it in a harsh way. People are going to be like, oh yeah, let's just try this once or something. It's just easy to blow off because I've had experiences and I've known multiple facts and multiple cases of it. It makes it easy for me to brush it off and walk away.

Perceptions of Availability of Drugs at MNHS

When the students were in middle school, they believed there was less talk about students doing drugs; however, at the high school level students reported hearing more students commenting about being involved with drugs. However, when asked how available drugs were in the high school most students indicated they were not readily available. For example, one student commented, "I've never seen drugs passed around," and "I haven't seen kids taking drugs." A senior stated, "I don't think they're easy to get at all." Another senior added, "I haven't seen any drugs and I've been here for four years." When asked how available drugs were at Maple Senior High School a senior responded,

I have no idea. I really have no idea. I mean, I've heard of peoples lockers being searched and I know back in my sophomore year one student was busted for having drugs at school, but that's all I know. If they are readily available then I'm not aware of it."

The majority of students participating in the focus groups and individual interviews had not seen any drugs at school. All students who were individually interviewed stated they had not seen any drugs at Maple Senior High School. A few of the students commented they had heard students *talk of drug usage* but had never witnessed or seen any drugs within the walls of Maple Senior High School.

Talk of Drug Use at MNHS

Students in all focus groups were in general agreement that drugs were talked about openly at Maple Senior High School. In the freshman focus group students shared that they heard a lot of talk about drug use by MNHS students. One freshman stated, “They talk about in classes, in lunch, hallways.” Another freshman explained how a student boarding the school bus said, “I always do a little every day before I get on the bus.” Still another freshman stated, “Yeah, in middle school I saw it all the time. Here I rarely see it but I hear people talk about it.” Still another shared, “Some talk about it to fit in so they talk like they’ve done it [drugs] before.”

The older students also shared some of the sentiment expressed in the freshmen focus group. They, too, hear a lot of students talking about drug usage. A student in the sophomore/junior focus group made the comment, “I know they all talk about it and stuff and brag about it.” When asked why students would brag about it a student responded, “I don’t know. It’s really annoying.” Students have heard other students in their classes and hallways talk about using drugs. One student stated, “People just talk about it, they talk about it like it’s no big deal.” Another student commented:

I do hear people in the hallways go, like you know, yesterday me and my friend did weed last night and I’m like, that’s not necessarily something to be proud of. I mean, I

wouldn't be going off flaunting about it saying that, oh yeah, I did weed last night, I'm doing it right now, like I'm so messed up about it.

A student in the sophomore/junior focus group, when asked if they had actually seen student students taking or in possession of drugs stated, "You hear people talk about it all the time, Just walking down the hall [you hear] 'yeah, got stoned.'" Another student in the sophomore/junior focus group added, "I heard that this morning."

Other students also believed many students were actually doing drugs and they did not care if they were caught. When asked how many students at Maple Senior High School used drugs, students perceptions were anywhere from approximately 600 students to a much lower number, around 250 students. Students stated that many students have experimented with drugs but then they do not use them anymore. A student stated, "They quit because things have happened and then they don't use them anymore. But, people still think they use drugs all the time." A student shared, "In every class there's quite a few who do drugs. Almost all the kids have tried."

Freshmen Views of Drug Use at MNHS

Freshmen, in their focus group, believed drug abuse at MNHS was more than just talk, as one said, it "is a big problem," Another freshman agreed, "Student drug use is really high." A freshman stated, "There's a lot more people actually doing it and a lot more openly talking about it. They don't care whether they get in trouble or not." Freshmen believed so many students were doing drugs it was just accepted. For example, a freshman commented, "There's so many people doing it [marijuana] now that it's becoming less and less of a big deal." When asked what drug students were using the students responded, "mostly marijuana," or, "yeah, pot." One freshman responded, "Marijuana? I've always heard weed." Other freshmen in the focus group

laughed at this naïve response and explained to the student that marijuana, pot, and weed, are all the same thing.

When freshmen were asked in their focus group if they had ever seen any drugs passed at school one student responded, “In middle school. But, in high school, it’s a little more discreet. Like, people make sure no one’s around and no one knows about it. I know it happens.” Another student agreed, “Yeah.” Freshmen, whether in individual interviews or the focus group, did not mention students using non-prescribed prescriptions. The freshmen perception of the illicit drug usage problem by students at Maple Senior High School was solely marijuana and not “a big deal.”

Freshmen believed there were a large number of students attending Maple Senior High School who smoked marijuana either at school events, at home, or prior to coming to school. Students shared, “You can smell it at football games.” Another freshman chimed in and stated, “Oh, yeah. Football games there are always people doing it.” Others shared they always smelled marijuana at concerts and parties. Another freshman stated, “Someone’s always doing it somewhere. It’s like they are constantly smoking it.” One freshman commented, “Last year [in middle school] I had a couple of friends that were doing it [smoking marijuana] during school.” Freshmen believed students at Maple Senior High School were doing drugs at school, in the parking lot and in the classroom.

Freshmen shared that kids smoke marijuana at students’ homes when their parents are not home, or, when the parents do not care if students smoke marijuana in their home. “Parents can catch on too easily. A lot of friends try to go to friends homes who have parents who don’t care if they do drugs. They do it there.” Another freshman added, “Or, the parents that aren’t usually

there or don't care." In general, freshman students believed most parents do not care if students do drugs.

Prescription Drug Problem

The older students perception was that a non-prescribed prescription drug problem existed at Maple Senior High School. Students in the sophomore/junior and senior focus group shared students at Maple Senior High School were popping non-prescribed prescription drugs. A sophomore/junior shared, "Students are taking like pain killers and stuff. Last year we had girls snorting Adderall in the bathrooms." This group of students believed students were obtaining non-prescribed medication by taking it from their parents' homes or buying it from students who were prescribed medication. A sophomore shared, "I've been standing right next to them and they get in their parents drawers and take Lortab, and they pop them right next to me. Then they say it's a diet pill. I've seen Lortab, I know what it looks like, I'm not stupid." The students talked about the availability of prescription drugs found in their parents' medicine cabinet.

Students believed prescription drugs were easily obtained, as one shared, "You can get those kind of pills refilled really fast. And, I think you can get them refilled a couple of times. Students have bottles of them they sell." Students commented other students who are prescribed Adderall for ADD would sell their own medication.

When asked if students taking non-prescribed prescription drugs was becoming an issue a student responded, "Within school use I think it is. I know a lot of people who pop pills in this school. You hear about it all the time. A student will say 'I'm going to go to the bathroom and take this.'" Students believed it was easier to take the prescription medication, "because it's not like going outside and smoking and you come back in reeking. You can just go into the bathroom and pop something quick. Whatever you need I guess."

Communities That Care Survey

The Kansas Communities That Care (KCTC) student survey is considered a prevention system provided in the USA by the Substance Abuse and Mental Health Administration. The CTC survey was developed by the University of Washington and may be administered annually to students free of charge since 1994. The survey tracks teens' use of tobacco, alcohol, and other drugs; and, provides data regarding teens' perceptions and attitudes towards antisocial behavior. Based on the information gleaned from the student surveys, schools and community coalitions then should address issues using proven interventions.

The Community Youth Development Study included 12 pairs of communities – all of which were small towns (Hawkins, et al., 2009). There were six training sessions held by certified CTC trainers for these 12 pairs of schools and communities. Community leaders formed coalitions to select the highest risk factors and to make plans to target these risk factors. The coalitions agreed to provide three prevention policies or programs targeted to 10-14 year-olds and their families, over the next three years.

The study tested whether the implemented policies and programs had made a difference in youth behavior (Hawkins, et al., 2009). The study consisted of 4407 students, aged 10 and 11. These students were followed-up annually until reaching the age of 13 and 14. The results of the study claimed a decrease in drinking, smoking, and smokeless tobacco usage. The website suggests comparing the results with county, statewide, and national data. Differences of 5% between local and other data are considered significant. The website also suggests reviewing the values of stakeholders and community. For example, in your community is it acceptable for 85% of its high school students to believe alcohol is easily obtained?

The study found a significant decrease in alcohol abuse. There was a decrease in both smoking and using smokeless tobacco; however, the decrease was not significant. There was also no impact on students' cannabis usage. This study brings to the forefront the importance and need for implementation and use of research-based strategies that have been effective in decreasing student drug use.

Maple Senior High School Communities That Care Results

All sophomores and seniors enrolled in Maple Senior High School are required to take the Kansas Communities That Care Youth (KCTC) survey. In the fall of 2006 school leaders in USD 510 reviewed the results of the annual CTC Youth Survey and were alarmed with the student responses to questions regarding drug usage, which led to the adoption of the random drug testing policy. According to the CTC Survey website the data from the CTC Youth Survey should be analyzed and reviewed by schools and their communities to identify problem behaviors and the precursors to those behaviors. The website states “by focusing on prevention efforts and on identified precursors, prevention planners can implement specific types of interventions that have been effective in either reducing the identified risk(s) or the identified protection(s) and evaluate their effectiveness.”

The CTC Survey helps in identifying problem behaviors and has identified risk factors for adolescent drug abuse and delinquency. The CTC Survey acknowledges the interrelationship between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence.

The relationship between all categories is summarized in the following Social Development Strategy Model diagram taken from the Kansas CTC website:

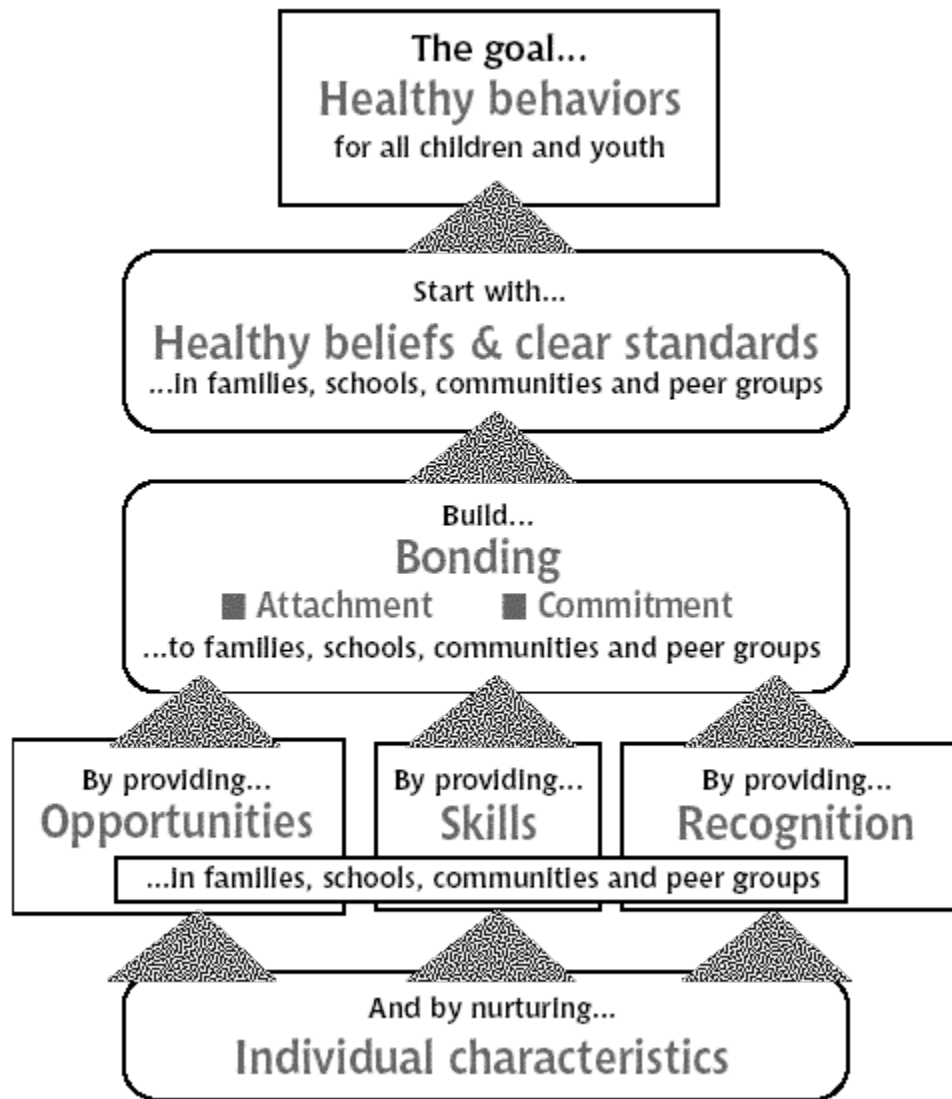


Figure 2. Social Development Strategy for Prevention

The CTC Survey segregates the risk factors into the following domains: community, family, school, and peer and individuals, and problem behaviors. For this particular study, student information was queried from the problem behaviors domain. Problem behaviors are broken down into different scales. There are questions related to lifetime use of drugs, 30-day prevalence of drug use, delinquency, violence, and binge drinking. A complete list of questions

and the responses of seniors and sophomores in the problem behaviors domain are found in Appendix F.

Also included in this study are a few selected questions from the school domain. Questions in the school domain measure school risk factors and school protective factors. School risk factors are broken down into the following scales: academic failure questions and little commitment to school questions. School protective factors include two scales, opportunity for positive involvement and rewards for conventional involvement. All data from the problem behaviors domain is included for all sophomores and seniors who participated in the survey from 2006 through 2010. Data from the school risk and protective domains are only included if there was a significant difference as defined by The CTC Survey.

There are three validity checks enveloped into The CTC Survey. Mr. D. Couch, who oversees the CTC Survey at the Southeast Kansas Education Service Center, explained the validity checks. The first validity check is the last question on the survey (D. Couch, personal communication, March 15, 2011). The question asks, "How honest were you on the survey?" The students may choose either a 5 to very honest, or 1, to not honest at all. Surveys from students who answer this question with number 1 are eliminated. There are also false questions on the survey. Question number 88 and question number 89 ask questions about illicit drug usage but the names of the drugs are phony. Any survey marked by students which claims they have used the bogus drugs are flagged and eliminated.

The final validity check relates to questions about student use of alcohol, marijuana, LSD, cocaine, heroin, ecstasy, and inhalants. If students respond to this question with an amount of usage that is higher than humanly possible, the students survey are flagged and eliminated. Another validity check requires students to at least complete a minimum of 50 questions on The

CTC Survey. If students do not complete up to and including question 50, their surveys are flagged and eliminated because students must complete at least one required question included in the validity check.

D. Couch, (personal communication, March 15, 2011) stated 99,000 students in Kansas participated in The CTC Survey in 2010. After reviewing the data received from The CTC Survey, 9,000 student surveys, in Kansas, were eliminated based on checks for validity and reliability. The percentage of student surveys being flagged remains consistent with approximately 7-8% of student surveys flagged and eliminated. This same percentage holds true at the national level. Couch states the percentage of students not being truthful remain the same every year and equal the trend at the national level. Although there is no way to determine the exact number of students inflating their illicit drug usage and not being truthful on the survey, the comparison for trend data remains valid.

Certainly how this survey is administered is important as it affects how students respond on the survey. School administrators may stress its importance and ask students to take the survey seriously, or, there may be little guidance given to students about the survey or instruction offered about the need for students to be honest with their responses. In schools where the survey is given with little communication or given by teachers or staff who do not see the need or importance of the survey, the information received is a lot less valid or reliable (D. Couch, personal communication, March 15, 2011).

In 2010, the participation rate for students in Kansas is 65%. The 2010 participation rate for sophomores is 64.62% and the participation rate for seniors is 54.27% (Southeast Kansas Educational Service Center, 2009).

In 2010, 88.8% of the sophomores at Maple Senior High School participated in The CTC Survey. Approximately 78.5% of Maple Senior High School seniors participated in The CTC Survey in 2010. In reviewing the trend data from 2006-2010 on The CTC Survey (Southeast Kansas Educational Service Center, 2009), the following areas, designated under problem behaviors, were found significant. Differences of 5% between Maple Senior High School senior and sophomore responses, Jamesson County high school senior and sophomore responses, and high school seniors and sophomores who were enrolled in a high school in the State of Kansas were considered significant.

Problem Behavior Senior Data

Table 1

Percent of MDMA (Ecstasy) Use by High School Seniors from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime.

	2006		2007		2008		2009		2010	
	30 days	Life	30 days	Life	30 days	Life	30 days	Life	30 days	Life
MNHS	6.80	18.50	4.80	18.00	1.50	9.90	1.70	6.00	3.03	8.10
Jamesson County	3.80	10.80	4.30	13.50	2.20	8.80	2.50	9.30	3.25	9.47
Kansas	2.60	7.20	3.10	8.90	2.60	8.30	2.60	8.20	2.48	7.38

Table 1 indicates seniors who reported to have experimented with ecstasy within the last 30 days as well as lifetime use. In 2006 Maple Senior High School had a large number of students who reported having taken ecstasy within the last 30 days of taking the survey. This number of seniors who reported having taken ecstasy within the past 30 days in 2006 was much larger than data reported from Jamesson County and Kansas State data in 2006. During 2007 the

number of seniors who reported experimenting with ecstasy declined for Maple ; however, the number increased from 2006-2007 for Jamesson County and Kansas. The number of seniors who reported taking ecstasy within the last 30 days has seen a significant increase from 2009-2010 where it surpassed the number of seniors in Kansas who reported taking ecstasy within the past 30 days, but remained lower than the number of seniors in Jamesson County.

According to Table 1, during the 2006 school year and continuing through 2007 the number of Maple Senior High School seniors who reported using ecstasy during their lifetime was significantly larger than what other seniors in high school reported in Jamesson County and in Kansas. In 2008 this number declined yet continued to remain larger than Jamesson County or Kansas. During the 2009 school year the number of students who reported trying ecstasy in their lifetime was at its lowest, 6%, much lower than what other high school seniors reported in Jamesson County or in Kansas. In 2010 the number of high school seniors who reported trying ecstasy, 8%, in their lifetime, was lower than Jamesson County data, 9.5%, but, larger than what was reported by other high school seniors in Kansas, 7.4%.

Table 2

Percent of LSD and Psychedelics Use by High School Seniors from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime

	2006		2007		2008		2009		2010	
	30 days	Life	30 days	Life	30 days	Life	30 days	Life	30 days	Life
MNHS	7.50	16.00	4.10	10.20	4.20	9.10	2.10	6.20	3.03	9.32
Jamesson County	3.30	8.50	3.80	9.20	2.70	6.70	3.10	8.30	2.98	8.02
Kansas	2.70	7.20	2.90	7.70	2.90	7.60	2.90	7.50	2.92	7.27

The number of Maple Senior High School students who reported using LSD and other psychedelic drugs in 2006 was more than double what other high school seniors reported in Jamesson County, and nearly triple what other high school seniors reported in Kansas, 2.7%. After 2006 there has been a continued decline in the number of high school seniors who reported trying LSD and psychedelic drugs, until 2010. In 2010 the number of high school seniors at Maple Senior High School who reported trying LSD and psychedelic drugs increased from 2.1% to 3.03%, which is a larger increase as compared to a decrease in Jamesson County data and a small increase in Kansas State data.

Table 2 shows the number of high school seniors at Maple Senior High School who reportedly used LSD and other psychedelics in their lifetime was nearly double what was reported by high school seniors in Jamesson County and Kansas in the 2006 school year. The number of high school seniors enrolled at Maple Senior High School who reported using LSD or other psychedelics in their lifetime declined significantly from 2006 to 2009. From 2009 to 2010 there was an increase from 6.2% to 9.3% in the number of high school seniors at Maple Senior

High School who reported using LSD or other psychedelics in their lifetime. In 2010 the number of Maple Senior High School seniors who reported having tried LSD and other psychedelics in their lifetime increased, as opposed to Jamesson County and Kansas State data, which shows a decline in the number of high school seniors who had tried LSD or other psychedelics in their lifetime.

Table 3

Percent of Methamphetamines Use by High School Seniors from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime

	2006		2007		2008		2009		2010	
	30 days	Life	30 days	Life	30 days	Life	30 days	Life	30 days	Life
MNHS	4.40	10.20	3.10	8.50	2.70	5.00	1.30	3.50	2.78	3.56
Jamesson County	1.90	6.30	2.70	6.70	1.50	3.90	1.70	1.70	2.73	5.12
Kansas	1.90	5.30	2.00	5.10	1.70	4.50	1.80	1.80	1.91	3.85

The 2006 school year indicated a large number of high school seniors at Maple Senior High School who reported they had used methamphetamines within the past 30 days of taking the survey (see Table 3). In 2006, the number of high school seniors who reported methamphetamine use in the past 30 days, 4.4%, was more than double the number reported for high school seniors in Jamesson County, 1.9%, and the number reported for high school seniors in Kansas, 1.9%. From 2007-2009, the number of high school seniors who reported they had used methamphetamines within the past 30 days continued to decline for high school seniors enrolled at Maple Senior High School, as well as high school seniors in Jamesson County and Kansas. During the 2010 school year, the number of high school seniors who reported

methamphetamine use in the past 30 days at Maple Senior High School, in Jamesson County, and in Kansas, increased. The number of high school seniors who reported they used methamphetamines within the past 30 days at Maple Senior High School has seen the largest increase, 2.8%, more than doubling from 2009-2010. Yet, this percentage remains lower than the 4.4% reported by high school seniors at Maple Senior High School in 2006.

As seen in Table 3, a large percentage of Maple Senior High School seniors in 2006 reported trying methamphetamines at least once in their lifetime. The number of students reporting trying methamphetamines that year was much larger than the number of high school seniors who reported trying methamphetamines in Jamesson County and in Kansas. From 2007-2009 Maple Senior High School, Jamesson County, and Kansas had seen a continued decline in the number of high school seniors who reported they had tried methamphetamines in their lifetime. During the 2010 school year; however, the percentage of high school seniors who reported trying methamphetamines enrolled at Maple Senior High School, enrolled in a high school in Jamesson County, or enrolled at a high school in Kansas, has seen an increase. Maple Senior High School reported the smallest increase with Jamesson County nearly tripling the number of high school seniors who had tried methamphetamines and the number of high school seniors enrolled in a high school in Kansas more than doubling its number.

Table 4

Percent of Cocaine/Crack Use by High School Seniors from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime

	2006		2007		2008		2009		2010	
	30 days	Life	30 days	Life	30 days	Life	30 days	Life	30 days	Life
MNHS	7.10	15.60	3.80	12.30	3.10	4.20	2.20	4.20	2.78	6.33
Jamesson County	3.30	11.40	4.50	6.90	2.10	6.30	2.50	6.30	3.18	7.17
Kansas	3.00	8.20	3.20	7.20	2.60	6.70	2.40	6.70	2.42	6.00

In Table 4, data for the 2006 school year shows Maple Senior High School students who reported trying cocaine or crack during the past 30 days was substantially higher than data for Jamesson County or Kansas. The percentage for Maple was more than double what was reported for Jamesson County or Kansas. Since 2006, the number of students who reported having tried cocaine or crack during the past 30 days of taking the survey continued to decline until 2010, which shows a slight increase. This increase is consistent with Jamesson County and Kansas as the number of students trying cocaine or crack within the past 30 days was larger.

As seen in Table 4, in 2006, the number of Maple students who reported having tried crack or cocaine during their lifetime was much higher than students in Jamesson County and much higher than for the state. The number reported for Maple students was double the number for Kansas. After 2006 the numbers in Maple, Jamesson County, and Kansas have seen a decline through 2009. In 2010, the number continued to decline for Kansas, but, Maple and Jamesson County data indicates a significant increase in the number of students who reported to have tried

crack or cocaine in their lifetime. Although the numbers have increased, the number of students trying crack or cocaine remains less than what was reported by students in 2006.

Table 5

Percent of Prescription Stimulants Use by High School Seniors from Maple, Jamesson County, and Kansas during 2010 in the Last 30 Days and During Their Lifetime

	<u>30 days</u>	<u>Lifetime</u>
MNHS	5.30	8.08
Jamesson County	3.27	8.07
Kansas	3.90	9.85

In 2010, questions on the CTC survey included student use of prescription drugs for the first time (see Table 5). With reports of students using other students drugs or drugs students obtain from their parents or grandparents, the CTC survey chose to include this information. In 2010, the number of seniors in Maple who reported using prescription stimulants such as Ritalin, Adderall, or Concerta, at least once was larger than the number of students who reported use in Jamesson County or Kansas. The number for Maple is significantly higher than Jamesson County or Kansas.

Table 5 includes the number of Maple seniors who reported using prescription stimulants, such as Ritalin, Adderall, or Concerta, in their lifetime, which is similar to what was reported for seniors in Jamesson County and was lower than what seniors reported in Kansas.

Table 6

Percent of Prescription Tranquilizer Use by High School Seniors from Maple, Jamesson County, and Kansas in 2010 for the Last 30 Days and During Their Lifetime

	<u>30 days</u>	<u>Lifetime</u>
MNHS	5.30	10.38
Jamesson County	4.09	8.94
Kansas	3.79	8.87

Table 6 includes the number of seniors who reported using prescription tranquilizers, such as Xanax, Valium, or Ambien, not prescribed for them during the past 30 days, which was significantly higher than the number of seniors reporting use in Jamesson County and Kansas. As noted in Table 6, the number of seniors who reported using prescription tranquilizers, not prescribed by their doctor, in their lifetime, was larger than the number reported by seniors for Jamesson County or Kansas. Jamesson County and Kansas numbers were nearly equal, while Maple students reporting was significantly higher.

Table 7

Percent of Prescription Pain Relievers Use by High School Seniors from Maple, Jamesson County, and Kansas in 2010 for the Last 30 Days and During Their Lifetime

	<u>30 days</u>	<u>Lifetime</u>
MNHS	7.58	15.78
Jamesson County	7.64	15.72
Kansas	6.88	15.92

Table 7 includes data about seniors at Maple who reported using prescription pain relievers, such as Vicodin, OxyContin, or Tylox, not prescribed for them within the past 30 days, was similar to what was reported by all high school seniors in Kansas and in Jamesson County.

As seen in Table 7, the number of seniors who reported using prescription pain relievers, such as Vicodin, OxyContin, or Tylox, not prescribed to them by their doctor in their lifetime was nearly equal to the number reported by seniors in Jamesson County and Kansas. Maple seniors reported a similar percent having tried prescription pain relievers not prescribed to them as Jamesson County and Kansas data.

Problem Behavior Sophomore Data

The sophomore data includes responses for all students who were sophomores between 2006-2010. The sophomore data indicates only two areas of significant concern as defined by The CTC Survey data. The two areas include high school sophomores reported use of ecstasy and methamphetamine. Table 8 includes information regarding ecstasy reported use during the last 30 days and lifetime ecstasy use.

Table 8

Percent of MDMA (Ecstasy) Use by High School Sophomores from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime

	2006		2007		2008		2009		2010	
	30 days	Life	30 days	Life	30 days	Life	30 days	Life	30 days	Life
MNHS	5.10	10.80	5.10	10.90	1.80	7.00	2.20	5.60	2.18	4.78
Jamesson County	4.10	9.00	4.00	9.80	3.00	7.40	2.10	6.10	2.34	6.38
Kansas	2.60	6.10	2.70	6.80	2.40	5.80	2.20	5.20	2.08	5.29

Table 8 shows during the 2006 school year, the number of Maple Senior High School sophomores who reported using ecstasy within the past 30 days, 5.1%, was nearly double what was reported for all high school sophomores who were enrolled in a high school in Kansas, 2.6%. The number of high school sophomores who reported the use of ecstasy within the past 30 days of taking the survey declined from 5.1% to 2.2% in 2010. In Kansas, the number of high school sophomores who reported using ecstasy within the past 30 days has seen a continued decline every year from 2006-2010.

The percentage of sophomores at Maple Senior High School who reported using ecstasy within 30 days of the survey was at its lowest in 2008, 1.8%. From 2009-2010 only Jamesson County has seen a slight increase in the number of high school sophomores using ecstasy. The number of Maple Senior High School sophomores who reported having used ecstasy during their lifetime was highest in 2007, 10.9% (see Table 8). The percentage of Maple Senior High School sophomores who reported having used ecstasy was larger than what was reported by high school sophomores in Jamesson County and sophomores enrolled in a high school in Kansas.

Since 2007 there has been a continued decrease in the number of sophomores enrolled at Maple Senior High School experimenting with ecstasy. In 2009-2010, both Jamesson County and Kansas State data have seen an increase in high school sophomores who reported trying ecstasy within their lifetime.

Table 9

Percent of Methamphetamines Use by High School Sophomores from Maple, Jamesson County, and Kansas from 2006-2010 in the Last 30 Days and During Their Lifetime

	2006		2007		2008		2009		2010	
	30 days	Life	30 days	Life	30 days	Life	30 days	Life	30 days	Life
MNHS	2.30	4.40	1.00	3.80	1.80	2.10	1.60	2.80	1.54	2.18
Jamesson County	2.20	5.10	2.10	4.80	2.00	3.70	1.80	3.80	1.58	3.32
Kansas	1.90	4.40	1.90	4.20	1.60	3.40	1.70	3.20	1.44	3.02

As shown in Table 9, the number of high school sophomores enrolled in Maple Senior High School who reported they had taken methamphetamines within the past 30 days of The CTC Survey declined in 2007, increased in 2008, and has declined every year after 2008. In 2006 the number of Maple Senior High School sophomores who reported they had taken methamphetamines was larger than both the numbers reported for Jamesson County and Kansas. The number of high school sophomores in Jamesson County who reported having used methamphetamines in the last 30 days has continued a slight decline from 2006 to 2010.

The number of sophomores enrolled at Maple Senior High School who reported having taken methamphetamines in their lifetime dropped significantly from 2006 to 2008, as shown in Table 9. There was a slight increase, from 2008 to 2009, in the number of sophomores who

reported methamphetamines use at Maple Senior High School. The number of high school sophomores who reported using methamphetamines in Jamesson County and in Kansas has continually declined from 2006 to 2010, except for when there was a slight increase in 2009 for high school sophomores enrolled in a high school in Jamesson County. For all years the number of Maple Senior High School sophomores who reported use of methamphetamines in their lifetime has been smaller than what was reported by high school sophomores in Jamesson County and in Kansas, except in 2006 when the number of Maple Senior High School sophomores and the number of high school sophomores in Kansas were at the same level.

School Domain Senior Data

Table 10

Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas With Opportunity to be Part of Class Discussions/Activities

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	83.30	87.00	86.80	90.40	86.25
Jamesson County data	86.70	86.00	88.40	89.00	86.74
Kansas State data	87.50	87.50	87.60	87.90	88.01

According to Table 10, in 2006, the number of Maple Senior High Schools seniors who believed they had many chances to be a part of classroom discussions was lower than other high school seniors in Jamesson County and the State of Kansas. After 2006, the number of Maple Senior High School seniors who believed they had lots of chances to be a part of classroom

discussions remained similar to Jamesson County high school seniors and Kansas State high school seniors through 2010.

Table 11

Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas With Opportunity to Decide Class Activities/Rules

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	49.60	51.30	56.80	55.00	52.69
Jamesson County data	44.80	47.90	52.30	49.40	54.32
Kansas State data	46.20	47.30	49.60	50.70	52.77

As shown in Table 11, the number of Maple Senior High School seniors who believed they had many chances to help decide things like class activities and rules was higher in all years, 2006-2009, than the number of high school seniors reported for Jamesson County and Kansas. In 2010, the number of high school seniors at Maple Senior High School who believed they had chances to help make decisions in class activities and decide on rules in the classroom, fell slightly below high school seniors in Jamesson County and Kansas.

Table 12

Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas Asked to Work on Special Projects

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	37.50	40.90	47.70	46.30	46.62
Jamesson County data	39.60	42.00	44.40	46.30	43.31
Kansas State data	40.20	39.90	41.50	41.70	42.67

In 2006, as shown in Table 12, the number of high school seniors enrolled at Maple Senior High School, who reported teachers asked them to work on special classroom projects, was below the number reported by other high school seniors in Jamesson County and in Kansas. Since 2006, the number of Maple Senior High School seniors who reported they have been asked to work on special classroom projects has been higher than the number reported by other seniors in Kansas and Jamesson County, except for 2007. In 2007 the number of high school seniors who reported teachers asked them to work on special classroom projects at Maple Senior High School dipped below Jamesson County data, but remained higher than the number reported for seniors enrolled in a high school in Kansas.

Table 13

Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas Who Have Opportunity to Talk With Teacher One-on-One

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	72.30	76.80	83.10	83.30	76.76
Jamesson County data	82.30	81.50	84.40	84.80	84.46
Kansas State data	84.50	85.10	85.90	86.20	86.87

The number of Maple Senior High School seniors who believed there were many chances for them at Maple Senior High School to talk with a teacher one-on-one was significantly lower from 2006-2010 than other seniors responding to the same question in Jamesson County and in Kansas (see Table 13). The percentage of high school seniors who believed they were given opportunities to visit with a teacher one-on-one in Kansas has continued to increase from year to year from 2006 to 2010, from 84.5% to 86.9%. Data for high school seniors in Jamesson County, from 2006 to 2010, has also seen a slight increase of seniors who believed there were lots of chances for them to talk with a teacher one-on-one, except for an insignificant decrease from 2009-2010. The data for Maple Senior High School has followed this trend, except from 2009-2010 where there was a decline in the number of high school seniors who believed there were lots of chances to talk with a teacher one-on-one. Excluding 2006, the decline for Maple Senior High School seniors was a significant decline from previous years.

Table 14

Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas Praised by Teachers For Hard Work

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	49.10	49.60	52.70	64.30	46.76
Jamesson County data	53.40	50.60	56.20	53.90	55.98
Kansas State data	53.60	53.20	52.70	53.70	54.13

As shown in Table 14, the number of high school seniors at Maple Senior High School who believe teachers praise them for hard work in school is significantly lower than the number reported by other high school seniors in Jamesson County and in Kansas. The exception was in 2009 when the number reported by high school seniors at Maple Senior High School was significantly larger than high school seniors in Jamesson County and in Kansas. In 2010 the number of seniors who believed teachers praised them for their hard work fell considerably lower than what was reported by high school seniors in previous years at Maple Senior High School from 2006-2009.

Table 15

Percentage of High School Seniors from Maple, Jamesson County, and State of Kansas Never Enjoy Being in School; Always Hate Being in School

	2006		2007		2008		2009		2010	
	Enjoy	Hate	Enjoy	Hate	Enjoy	Hate	Enjoy	Hate	Enjoy	Hate
MNHS	9.50	8.80	11.60	11.60	7.80	7.80	8.30	10.70	7.28	9.97
Jamesson County	6.40	8.80	7.80	8.40	5.50	7.90	6.50	8.00	6.69	7.93
Kansas	6.00	7.90	6.80	8.50	6.20	7.90	6.70	8.20	6.50	8.21

The number of seniors enrolled at Maple Senior High School who reported they have never enjoyed being in school, 9.5%, was significantly higher than what was reported by high school seniors in Jamesson County, 6.4%, and high school seniors in Kansas, 6% (see Table 15). However, in 2010, the number of Maple Senior High School seniors who reported they never enjoyed being in school, 7.3%, was below what had been reported from 2006-2010 by seniors enrolled at Maple Senior High School. However, the percentage of seniors enrolled at Maple Senior High School who reported they never enjoyed being in school has been larger every year than what was reported by other high school seniors in Jamesson County and in Kansas.

Table 15 shows the number seniors enrolled in Maple Senior High School who reported hating being in school from 2006-2010, has been larger, except in 2007, than was reported for other high school seniors in Jamesson County and in Kansas. In 2007, the number of seniors at Maple Senior High School who reported they hated being in school was significantly larger, 11.6%, than data reported in Jamesson County and in Kansas.

In Jamesson County, the number of high school seniors who reported they hated being in school was at its highest in 2006, 8.8%. The number of high school seniors in Kansas who reported they hated being in school increased from 2006 to 2007, decreased from 2007 to 2008, and has seen a gradual increase from 2008-2010.

School Domain Sophomore Data

Table 16

Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Who Have Opportunity to be Part of Class Discussions/Activities

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	51.30	55.50	53.60	51.70	54.98
Jamesson County data	45.40	46.40	49.10	45.90	52.33
Kansas State data	48.30	48.60	50.20	50.50	53.93

Table 16 indicates sophomores enrolled at Maple Senior High School believed they had more chances to be a part of classroom discussions and activities than other high school seniors who were enrolled in Jamesson County schools or schools in Kansas. The number of sophomores enrolled at Maple Senior High School who reported they believed they had chances to be a part of classroom discussions or activities has seen a significant increase from 2006 to 2010, from 51% in 2006 to 55% in 2010. The percentage of high school sophomores who reported they had more opportunities to be a part of classroom discussions or activities has also seen a gradual increase in the state of Kansas, from 48% in 2006 to 54% in 2010. The data for

sophomores enrolled in Jamesson County has also seen a gradual increase from 2006 to 2010, except for 2009 when there was a decrease.

Table 17

Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas With Opportunity to Talk With Teacher One-on-One

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	74.30	76.40	68.60	77.50	77.11
Jamesson County data	73.60	75.60	75.50	77.20	78.61
Kansas State data	78.60	80.00	79.80	81.00	81.92

The number of sophomores enrolled at Maple Senior High School who believe they had opportunities to talk with a teacher one-on-one has increased from 74% in 2006 to 77% in 2010 (see Table 17). The percentage of high school sophomores who believed they had chances to talk with teachers one-on-one in Jamesson County and in Kansas has also increased from 2006 to 2010. The percentage of high school sophomores enrolled in Maple Senior High School who believed they had opportunities to talk with a teacher one-on-one has remained lower than those reported by all sophomores in Kansas. In 2008 the number of Maple Senior High School sophomores who reported they had opportunities to talk with a teacher one-on-one was at its lowest, 68%, when compared to all other years reported by sophomores in Jamesson County and Kansas.

Table 18

Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Whose Teachers Notice Doing a Good Job and Let Them Know

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	65.00	65.20	62.60	67.60	61.93
Jamesson County data	63.50	65.00	67.20	68.40	68.48
Kansas State data	67.90	68.50	68.10	69.40	69.86

The number of high school sophomores who believed their teachers noticed when they were doing a good job and let them know about it increased in both Jamesson County and in Kansas as shown in Table 18. The number of Maple Senior High School sophomores who believed their teachers noticed when they did a good job and let them know about it has seen a significant decrease. In 2006, 65% of sophomores believed their teachers noticed when they did a good job. In 2010, 62% of sophomores reported they believed their teachers noticed when they did a good job.

From 2008 to 2010, the percentage of Maple Senior High School sophomores who reported their teachers noticed when they did a good job and let them know about it was lower than other high school sophomores in Jamesson County and in Kansas.

Table 19

Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Praised by Teachers for Hard Work

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	43.60	46.70	42.10	52.00	42.47
Jamesson County data	44.60	45.70	45.90	47.50	48.79
Kansas State data	48.70	48.60	46.70	47.50	48.29

In Table 19, the number of Maple Senior High School sophomores who believed their teachers praised them when they worked hard in school has seen a small decrease in 2010 from the percentage reported in 2006. The number of Maple Senior High School sophomores who reported their teachers praised them for hard work has remained lower than the number of high school sophomores in Kansas who reported their teachers praised them for hard work, except in 2009 when there was a significant increase. In 2010, only 42% of Maple Senior High School sophomores believed their teachers praised them when they worked hard in school, compared to 48% of high school sophomores in Jamesson County and Kansas.

Table 20

Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Reporting School Lets Parents Know When They Have Done Well

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Maple Senior High School data	25.80	29.40	27.80	30.90	28.05
Jamesson County data	27.50	29.80	28.30	30.50	33.27
Kansas State data	32.60	33.00	31.80	33.10	34.30

The number of Maple Senior High School sophomores who reported the school let their parents know when they did something well has increased from 25% in 2006 to 28% in 2010 as shown in Table 20. For high school sophomores enrolled in a high school in Kansas, that number has increased from 32% in 2006, to 34% in 2010. For high school sophomores enrolled in a high school in Jamesson County, the number has increased from 27% in 2006, to 33% in 2010.

The percentage of Maple Senior High School sophomores who stated their school informed their parents when they did well has remained a smaller percentage, except in 2009, than other high school sophomores enrolled in high schools Kansas and in Jamesson County.

Table 21

Percentage of High School Sophomores from Maple, Jamesson County, and State of Kansas Never Enjoy Being in School; Always Hate Being in School

	2006		2007		2008		2009		2010	
	Enjoy	Hate	Enjoy	Hate	Enjoy	Hate	Enjoy	Hate	Enjoy	Hate
MNHS	7.70	9.10	7.20	11.00	7.10	9.00	7.20	10.00	5.71	8.13
Jamesson County	9.20	11.20	8.80	11.40	7.40	9.80	7.60	9.80	7.70	9.95
Kansas	8.00	10.10	7.70	9.90	7.50	9.60	7.70	9.90	7.69	10.04

Table 21 shows the percentage of high school sophomores enrolled in Maple Senior High School who reported never enjoying being in school has decreased significantly from 2006 to 2010. In 2006, 7.7% of high school sophomores enrolled in Maple Senior High School reported they never enjoyed being in school, as compared with 5.7% of high school sophomores enrolled in Maple Senior High School in 2010. The percentage of Maple Senior High School sophomores who reported they never enjoyed being in school from 2006 to 2010 has been lower than the percentage reported by other high school sophomores enrolled in Jamesson County and in Kansas.

The number of high school sophomores enrolled in Maple Senior High School who reported they almost always hated being in school increased from 9.1% in 2006 to 11% in 2007 as shown in Table 21. From 2007 to 2008 the number of sophomores who reported they almost always hated being in school decreased from 11% to 9%. From 2008 to 2009, the number of Maple Senior High School sophomores who reported they almost always hated being in school increased from 9% to 10%. In 2010, the number of Maple Senior High School sophomores who

reported they almost always hated being in school decreased to its lowest number from 2006-2009, to 8.1%. This could be explained by the district opening an additional high school in the fall of 2009 and students were offered a choice of which high school they wanted to attend.

The number of high school sophomores who reported they almost always hated being in school in Jamesson County and Kansas also fluctuated from 2006 to 2010. However, the number of high school sophomores enrolled in Jamesson County who reported they almost always hated being in school slightly increased from 2009 to 2010. The number of sophomores who reported they almost always hated being in school in Kansas increased from 9.6% in 2009, to 10% in 2010.

High School Students Perceptions of The Communities That Care Survey

When asked if students remembered taking the Communities That Care Survey, the students asked, “Is that the one that asks the same question eight times?” When the researcher responded it does ask the same question in a variety of way as that was what established its reliability a student exclaimed, “Oh my gosh! Kids just answer that because it’s anonymous. They answer like, even if they’re not doing drugs they say they are.” Another student added, “They think it’s funny.” However; the students commented if students were required to put their names on the survey, “Kids would lie even more.”

Students are required to take the survey their sophomore and senior year at Maple Senior High School. The students said students who are clean and do not use drugs answer the questions on the survey stating they do use drugs. A student in a focus group commented, “Oh yeah, I do this because the teachers don’t see the surveys.” The students discussed how they did not find it a very effective survey as, “Everybody lies on it and they think it’s funny.” A student

commented, “People joke for days after we took the survey.” Students shared, “People lie, or yeah, I use cocaine, just because. No one takes it seriously.”

Even though students said they did not take the survey seriously, one student held some insight regarding why students do not care about how they answer the questions on the survey. The student stated, “You don’t take it seriously. It’s kind of like voting. Students don’t see how it’s going to affect them and that’s how a lot of stuff in this school is. They don’t see how it’s going to affect them.” Another student chimed in, “I think it’s so ridiculous. It’s not honest. All you do is find the most ridiculous answer.” One student commented, “If you do drugs you say you don’t. If you don’t do drugs you say you do.” One final comment was made, “Some bubble in and make a picture.” When asked if the students heard the results of the survey all students commented, “No.”

Students Perceptions of a Positive Drug Program

Students identified a number of components they believed would make for a more positive and effective drug-testing program. In general, a positive drug program would test students based on suspicion by those who know them best, their teachers and counselors.

Students believed teachers should have input on which students are tested and that teachers should be suggesting who is to be tested. In their opinion, if those who are implementing the drug testing really cared about students and wanted to decrease the numbers of students using drugs, the teachers should be making the selections of who is tested. Students stated, “I think if they really cared about it they would,” and, “If it was chosen it would be a lot more effective. The teachers can tell; teachers aren’t stupid. They’ve been teaching for quite a while. They can tell who’s doing drugs and who doesn’t.” Students shared teachers should be responsible for turning in names of students to drug test. A student stated:

I think the teachers need to look for problems in kids, to see kids struggling, you know. And if you see a kid who's actually having problems and . . .it's really hurting their life and the way their future's going to be I understand that. Even if you hear students say, "oh, I did so much cocaine this weekend," that's something you should turn in.

In the students' eyes, teachers are interacting daily with students and are aware of students' behaviors and students general well-being. These students believed teachers know their students and are a good judge of who is abusing drugs. In the students view, the teachers should determine who is drug tested.

The students' rationalizations did not envelope randomization. One student shared, "I think if you step up the suspicious drug testing and focus on that you are going to have a lot more success with it." The students' perception was the random drug testing program was not nearly as effective as a suspicion based testing program.

The paragraphs that follow summarize the valuable information shared in focus groups and interviews. The paragraphs also summarize data shared in the Tables regarding student responses to questions included in The CTC Survey.

Summary of Findings: Reported Drug Usage

Tables 1 through 8 report student claims of usage of illicit drugs and non-prescribed prescription stimulants. The tables report in 2006 an alarmingly high report of usage of illicit drugs by seniors enrolled at Maple Senior High School, as well as in 2010 an increase in the number of seniors at Maple Senior High School who reported they had tried ecstasy, LSD and psychedelics, methamphetamines, and cocaine. Tables 9 through 13 report, in most instances, a higher number of seniors in Maple Senior High School who reported non-prescribed prescription stimulants, prescription tranquilizers, and prescription pain relievers use.

Also significant were the number of sophomores at Maple Senior High School who reported they had tried ecstasy or methamphetamines (Table 14). Their usage was larger than other sophomores enrolled in Jamesson County or in Kansas. Tables 15 through Tables 18 display the responses of sophomores when asked about ecstasy and methamphetamine use. In 2006, sophomores reported lifetime use of methamphetamines equal to other sophomores in Kansas, yet was larger than what was reported by other sophomores in Jamesson County. In 2010, the number was lower than what was reported by other sophomores in Jamesson County and Kansas.

The small increase in illicit drug usage from 2009-2010 reported by high school seniors at Maple Senior High School could be attributed to the students' perception that random drug testing is no longer being conducted. During focus groups students commented they did not know anyone who had been selected for random drug testing. One freshman in the freshman focus group commented the random drug testing, "should be every day" in order for the policy to be effective. Another freshman added, "Drug test kids a lot more."

Clearly, in the fall of 2007, the policy makers in the Maple district felt a need to respond to the concerns of the responses of students on The CTC Survey. Policy makers in the Maple district felt compelled to respond and chose to impose a random drug testing policy with the hopes of thwarting student illicit drug usage at Maple Senior High School.

Summary of Findings: Protective Factors

Tables 10 through 15 provide data regarding high school seniors' perceptions of protective factors at Maple Senior High School as compared with local data and other high school seniors responses in the state of Kansas. In 2006, the only area the seniors at Maple Senior High School perceived they had a voice was in the classroom. Also in 2006, only 49%,

seniors at Maple Senior High School perceived there were lots of chances for students to talk with a teacher one-on-one. Table 17 reports sophomore responses to the same question, and are similar to the senior responses. In 2010, the only area seniors reported they had a voice was when teachers gave them the opportunity to work on classroom projects.

Table 14 and Table 19 show Maple Senior High School seniors and sophomores reporting a lower percentage of their teachers praising them for working hard. In 2010, only 46% of Maple Senior High School seniors, and 43.6% of sophomores, believed their teachers praised them when they worked hard in school. Table 15 reports in 2010, more seniors in Maple Senior High School, reported they never enjoyed being in school and reported they almost always hated being in school the past year.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

The research questions asked students their perception of a random drug testing policy which was implemented at Maple Senior High School in the fall of 2007. Of the school's 1500 students roughly 99% of the students were subjected to the random drug testing policy. The students in the focus groups as well as in the individual interviews provided rich sources of information and the students were enthusiastically engaged in conversations about illicit drug usage and the random drug testing policy at Maple Senior High School.

This study used micropolitical theory and critical social theory to examine the implementation of the random drug testing policy at Maple Senior High School. Iannaccone (2006) described micropolitics as the phenomena of power, influence, and control among individuals and groups within the four walls of schools. The researcher was challenged to gain the perceptions of students regarding a random drug testing policy, which had been implemented and forced upon them by policy and decision makers.

Students have become used to having the *rules handed down to them* and are accustomed to never being given the opportunity to have a voice or share their concerns (Cook-Sather, 2002). While schools continue to mandate policies that further alienate students, students find their own ways to subvert the rules and empower themselves. By *blowing off* drug surveys, reporting drug usage that was not accurate, and creating hearsay and rumors, students found avenues to empower themselves and have a voice. Rather than continuing to force policies and rules on students, schools can change oppressive practices by using a constructivist approach to decision making in schools by giving students a voice in their academic setting.

Conclusions

Armed with the newly adopted policy, building administrators required students and their parents to sign the random drug testing policy forms (Appendix E). Students, and their parents, who chose to not sign the forms, were not allowed to drive and park in the parking lot. Students and parents who did not sign and agree to the stipulations of the policy were not allowed to participate in athletics, students were not allowed to attend extra-curricular events, and, if the student happened to be a senior he/she would not be allowed to walk at their graduation ceremony. School leaders charged ahead with the adopted policy, yet, research clearly stated a random drug testing policy in itself was not a successful deterrent for decreasing student drug usage (Hawkins, et al., 2009).

Many argue that an open and supportive learning environment does not go hand-in-hand with drug testing in schools and if a policy is implemented, it should be done in the wider context of educating students about the risks, effects and consequences of drug use (Botvin & Griffin, 2003; Bunn, 2004). When students are not involved in any of the conversations about random drug testing, it creates confusion and misconceptions.

Students Lacked a Clear Understanding of the Random Drug Testing Policy

Students shared many misconceptions and conflicting perceptions during focus groups and interviews. Students were uncertain of why the policy was implemented and believed it was implemented because “everybody got caught doing stuff” and “it was a parent thing.” Students were not well informed about the policy nor about the consequences of testing positive to a drug test. Students also commented, “The student could be expelled” or “the student will have an expulsion hearing.” Students who participated in interviews and focus groups were also unable

to give a clear definition of *expulsion* and explain coherently what expulsion would mean to a student if it were imposed.

Students believed “the cops apprehend you” if you tested positive during random drug testing and students who tested positive would be required to have a “court hearing.” Students shared they did not believe the random drug testing program was random and did not understand why many of the students who had been selected for testing were obviously not using drugs. Students were not aware of the process used with the drug testing company or the random procedures used by the school.

Students also shared they did not know anyone who had been drug tested. Part of the reason for this confusion was due to students talking about their middle school random drug testing program where they were aware of students being drug tested. At the high school level, the majority of students said they did not know anyone who had been drug tested. For the 2010-2011 school year, out of 1500 students, approximately 72 students had been tested at the time the student focus groups and interviews were conducted. It was understandable why students would state they did not know any students who had been tested, when so few had been tested.

Students have not been included in the discussions or decisions made in schools about policies that greatly influence their lives (Cook-Sather, 2002; Corbett & Wilson, 1995; McQuillan, 2005; Noddings, 1992), therefore students are puzzled and confused. Although students want an opportunity to share their voice and be heard (Nieto, 2004; Ryan & Bernard, 2003), the students at Maple Senior High School did not know enough about the random drug testing policy or why it was implemented, to share well-founded and applicable concerns.

When students better understand, they can participate more constructively in conversation regarding policies and rules (Cook-Sather, 2002) as students do have a unique

perspective on their daily lives within school (Cook-Sather, 2001; Weis & Fine, 1993). The *Often Forgotten Players* need to be incorporated into the Near Circle in order for multiple voices to be heard regarding school issues.

When We Don't Teach Them to Have a Voice, We Get Hearsay

A lot of what students shared during focus groups and interviews was hearsay and rumor. School cultures include much gossip, whispering, and inaccurate information being shared by students. Therefore, students had many contradictions in their perceptions. Students perceived the random drug testing policy as doing little to deter student drug usage. Comments such as the policy “is not controlling drug use” and “having drug testing is not stopping” drug usage. Yet, students also stated “I think it’s a good way of controlling drug usage.” Other students stated the policy was “worthless.” Yet, when students talked about not being able to walk at their own graduation, students commented “My mother would kill me if I tested positive.” Students also shared that not being allowed to walk at graduation would stop them from using drugs as “it would risk my graduation and that’s a big risk.”

The students felt oppressed and marginalized, and because of this, the students verbalized their dislike of being coerced and threatened with the implementation of the random drug testing by sharing contradictory information. Students often are regarded as not knowing what they are talking about and their voices are ignored (Nieto, 2004; Rudduck, 2007; Ryan & Bernard, 2003). By not making sense and providing contradictory information, adults views of students are reinforced as they are found to be unreliable sources of information. Therefore, students are often ignored and disregarded as youth who remain outside the circles of power.

To prevent students from portraying themselves as senseless and full of contradictions, schools who mentor students, provide students with the proper tools and information, and teach

students to use a well-informed voice and make responsible decisions, are encouraging students to become young adults with valid ideas worth listening to (Fielding, 2001; Levin, 2000) and help them move outside the *Often Forgotten Players* realm of micropolitics.

When given the opportunity to be included in making responsible decisions student success increases (Ehman, 1980; Resnick, et al., 1997; Skinner, Zimmer-Gembeck, Connell, Eccles, & Wellborn, 1998), and alienated students reengage as ownership in school actually increases (Goodenow, 1993; Resnick, et al., 1997; Stinson, 1993). Students are capable of voicing constructive and value-laden information if they have the proper information and understand the policies (Cook-Sather, 2002). Students become more engaged and focused, when assisted and, when given the proper tools, students do have a legitimate and credible voice.

High school students resent school authorities who treat them as if they were children and students (Mitra & Gross, 2009) also yearn to be heard, but not in a tokenistic fashion (McQuillan, 2005). Students are capable of sharing valuable information and by providing effective critiques as well as unique perceptions.

Students Voiced a Coherent and Effective Critique of the Policy

Students shared many suitable, valid critiques of the random drug testing policy in interviews and focus groups. Students discussed their concerns about the cost of the random drug testing policy, how it infringed on their personal lives, and how the policy was demoralizing.

Although students did not have concrete data of the exact cost, they were able to share their perceptions of the money spent for random drug testing. Students stated, “We could spend money on better things.” Students shared information about the current budget cuts and how they were no longer allowed to go on field trips. A student stated, “It was totally the best part when we went on field trips.” Students missed the educational experiences of leaving school grounds

and going out into the community to learn hands-on. There are many rich, fun, and exciting opportunities outside of the four walls of the classroom and students yearned for a chance to do this again. The students shared “Even if you fund it yourself they will not let you go.”

Students also lamented the fact that they were now charged for some of their classes. Although the students shared it was not a lot of money, “the art class, it’s only \$10,” the students believed the money spent for random drug testing would be better spent for classroom supplies and materials. Other students shared how “Our sports uniforms are like 10 years old.” Students are cognizant of budget cuts and how it affects their daily classroom experiences and extracurricular activities. Students were able to articulate how money spent for random drug testing could be better spent.

Students also shared valid concerns about how the random drug testing policy encroached on their personal lives. Students shared, “They are way too worried about what we do outside of school” and “they should just mind their own business.” Students perceived the random drug testing policy as a guilty until proven innocent system.

Students discussed how what they did outside of school and on the weekends should not be the school’s business. Students believed by forcing the random drug testing policy on them the school was in fact prying into their personal lives and believed they were being stalked by administration. By implementing the random drug testing policy, school districts monitor what students choose to do outside of school and on weekends. According to students, the policy “does dig into peoples’ personal lives.” The students shared how the random drug testing policy was also punitive and a humiliating experience.

Students were able to express and convey their perception of how the random drug testing policy did, in fact, represent an intrusion in their lives and students shared the policy was

oppressive and unjust. The students who had been randomly selected for drug testing stated they had to “go pee in a cup” and “your student ID is stamped...it’s an embarrassment.” Students felt considerable degradation and awkwardness with the random drug testing process.

Students also shared how the process of random drug testing was demoralizing, especially if you were unable to go to the bathroom upon command. Comments like, “I had to sit there for two hours,” and “they made me sit in the toilet in the stall like I was a kid” were expressed as to how they felt about the random drug testing process. The students verbally conveyed a sense of degradation and humiliation while sitting at the bottom of the school hierarchy.

According to the students, the harshest component to the random drug testing policy was not being allowed to walk across the stage at their graduation. Students voiced their criticisms and concerns of not being allowed to graduate if they did not sign the random drug testing policy by stating, “I think that’s a little bit much...it comes off as a threat” and “you put thirteen years in this school and one paper can make you not walk?” Students believed this portion of the policy was extremely punitive and unjust. However, it also coerced students into not doing drugs as a student remarked, “It would risk my graduation and that’s a big risk.” Students have signed the policy due to coercion and force. Is this how we create trust and how we foster attachment and connection with students?

If we provide students an opportunity to collaborate with adults, students are capable of sharing their unique knowledge and perspective about their school lives (Kushman, 1997; Levin, 2000; Mitra, 2004; Rudduck, et al., 1997; Thorkildsen, 1994). Students yearn to be heard and to speak their minds. When student voice is ignored and unrecognized, and policy-makers and administration insist on being in control, according to Cook-Sather (2002), students are viewed

as “not having knowledge, they are dehumanized, reduced to products, and thus observed as devoid of qualities that would make them authorities of possessing knowledge” (p. 5).

Students Talked a Lot About Talk – Is This a Way to Resist the Policy?

Throughout the focus groups and interviews students repeatedly *talked about the talk* of student drug usage. Students continually commented, “they [students] talk about it [drug usage] in the hallways” and “I hear people talk about it [drug usage].”

Students stated they heard students talk about how they use drugs and students shared how they had overheard talk about students going into the bathrooms to use drugs. The students commented “I hear people in the hallways” talk about how they use drugs. Students also were very cavalier in their comments. They stated, “You hear ‘yeah, got stoned’ and “you can smell it at football games.” Students were not only *talking about the talk*, they were using their voice to resist the policy even with the researcher.

A large portion of the focus group time was spent with students sharing all the *talk about talk*. With their *talk about talk*, students were resisting the policy and had found an avenue to oppose the random drug testing. According to Abowitz (2000) , resistance in schools occurs when marginalized students struggle against the norms of authority of schools that often seem to work against the students perceived interests. To have a voice students have chosen to obfuscate the truth with rumors and hearsay. The students used their voice, their *talk about talk*, to position themselves against policymakers and decision makers and students went so far as to say students were “doing drugs at school, in the parking lot and in the classroom.”

With their cavalier responses, students found their voice and produced their own form of resistance to the random drug testing policy. By stating, “Parents don’t care if they [students] are

doing drugs in their homes” students were sharing a perception, which is unfounded and perhaps not true.

Students also believed the number of students who used drugs at Maple Senior High School to be anywhere from 250 students to 600 students. The students have no clear perception of drug usage nor were some of their responses credible. Students were feeding off of one another with *talk about talk*.

By forcing the random drug testing policy on to students, decision makers have pushed students to resist. The students are pushing back and resisting the policy by using their voice to *talk about talk* and tout drug usage in the hallways, classrooms, and school grounds. In doing this, the students have found their avenue to have a voice.

Drug Usage: Difficult to Obtain True Reflection of Use

An accurate account of student drug usage in any school setting may never be possible to attain. When students were asked about The CTC Survey in focus groups, students shared, “Everybody lies on it, they think it’s funny” and “some bubble in and make a picture.” Students had not taken the survey seriously and have found this as another way to resist the enforced policy and to establish a voice. Students chose to distort their illicit drug use and rebel by exaggerating drug usage and bubbling in the circle that is the least like them.

Students shared, “Kids just answer that because it’s anonymous. They answer like, even if they’re not doing drugs they say they are.” Students also shared if students were required to put their names on the survey, “Kids would lie even more.”

Students in the focus group also shared how they heard students talk about drug usage and have knowledge that some of the students are only talking to *fit in* with a certain clique of

students. Although the talk of illicit drug usage is rampant, there are students who fabricate their illicit drug usage because they believe it makes them look *cool*.

The data included in The CTC Survey may or may not be reflect the true picture of student illicit drug usage at Maple Senior High School. Even with the validity checks throughout the survey, students have no buy-in or reason to be honest and truthful. The results and findings of The CTC Survey are never shared with students. Students are not aware that the information they provided is used to make decisions or design policies which affect them.

When Fear Predominates: Underground Resistance Emerges

Students shared one of the reasons they believed the policy was implemented was “to scare kids” and “I was so scared I didn’t know what was going to happen.” When students are scared and fear predominates, there is resistance.

Students shared the policy seemed like a threat and policy makers were “taking away our options.” The students in focus shared they felt disrespected by the random drug testing policy and were humiliated by having to pee in a cup. The students also shared how the policy encroached on their personal lives and how the policy was a “guilty until proven” system. The CTC Survey data reported findings of students being disengaged and not connected to their school, which in part could be due to decision makers forcing policies and rules onto students with no regard to student voices.

By forcing the policy the power dynamics of micropolitics has surfaced. Thomson (2007) states students are citizens “whose rights to participate in decisions that affect them are daily violated in schools.” If we want students to speak out on their own behalf, a change in the power dynamics between adults and students is needed (Cook-Sather, 2006). Policy makers and administrators in schools are clashing with students and each are trying to influence one another.

These two opposing forces must work together to resolve their differing views. Giroux (1983) stated,

By ignoring the contradiction and struggles that exist in schools, these theories not only dissolve human agency, they unknowingly provide a rationale for not examining teachers and students in concrete school settings. Thus, they miss the opportunity to determine whether there is a substantial difference between the existence of various structural and ideological modes of domination and their actual unfolding and effects.

When students feel trusted they feel safe and they want to be in that environment. (p. 259)

However, the opposite is true when students feel they are not trusted. The school may look orderly and controlled, however, students find ways to resist and lash out at mandated policies and rules. Talking about rampant illicit drug usage, fabricating answers on surveys, spreading hearsay about drugs in the classroom and at school activities, are all ways students have chosen to fight back. A climate of fear thwarts any possibility of a nurturing, safe environment.

Without Data it is Difficult to Gauge Results of Policy

The data from Maple Senior High School regarding the number of students randomly selected for drug testing since it was implemented is scarce. For the 2010-2011 school year, after 28 weeks of school, only 72 students, less than 5%, out of 1500 have been randomly selected for drug testing. The school has not tested many students which makes a seniors comment in the focus group make sense. A senior asked, “Are they doing it this year?” Another senior responded, “I don’t know.” Another senior responded, “Well, we had to sign-up at the beginning of the year. I signed it [the random drug testing policy], but I haven’t heard if we’re doing it.”

Four of the students, or 5.5%, of the students who were randomly selected for drug testing in the 2010-2011 school year have tested positive for illicit drug usage. All of the students were male and all tested positive for marijuana use.

With very little data from 2007 to the current year, it is difficult, if not impossible, to draw any conclusions based on number of students tested as opposed to number of students testing positive or negative for testing for illicit drug usage.

Implications

Considering the theoretical framework of micropolitical theory and critical social theory, specifically student voice, rather than implementing and forcing new policies on students, listening to the students perspectives and what they have to say about their experiences is critical to understanding and empowering students. Students have few opportunities to learn about establishing rules, fairness, and responsibility. Students want increased opportunities to demonstrate responsibility and want to make meaningful decisions (Midgley & Feldlaufer, 1987). Students should be taught to interrogate, critique, and in some cases to even resist some policies and rules promoted by decision makers and administration. It is important that policymakers and administrators better understand how students engage in resistance strategies that attempt to counteract the conditions and results of ineffective educational practices (Solorzano & Solorzano, 1995). Giving students an opportunity to share their unique perspective is a positive change worth pursuing.

Provide Opportunities for Students to be Heard

Student voices continue to remain mostly silent schools because schooling has been about prediction, control, and management. Because of the uncompromising control and oppression, students' experience powerlessness and disengage from school as they find the hierarchy of

schools as somewhat uncompromising and oppressive (McKeganey & Foundation, 2005; Rudduck, et al., 1997). Students choose to cut classes, have lower self-concepts, achieve less academically, and drop out of school (Fullan, 2001; Rudduck, et al., 1997) due to the oppressive practices. Students often criticize and protest in schools by questioning cultural injustices (Mitra, 2007) and students rebel and go underground to use their voice. By ignoring students and not providing an opportunity for students to share their perspective, schools are failing to prepare youth to develop and lead (Kirshner, 2004; Larson, 2000; Westheimer & Kahne, 2003) and are thus teaching students to be passive participants rather than leaders.

Giving students an opportunity to be heard may produce significant gains within schools as students move from the *Often Forgotten Players* to the Near Circle. Mitra (2004) states, “student voice activities can create meaningful experiences for youth that help to meet a fundamental developmental needs – especially for students who otherwise do not find meaning in their school experiences” (pg. 651). If students are valued for their perspectives and respected, ownership and attachment to school develops as students create meaningful relationships with adults in their schools (Atweh & Burton, 1995; Fielding, 2001; Oldfather, 1995; Rudduck & Flutter, 2000).

The pyramid of student voice, Figure 3, illustrates youth development opportunities possible as student voice is increased in a school.

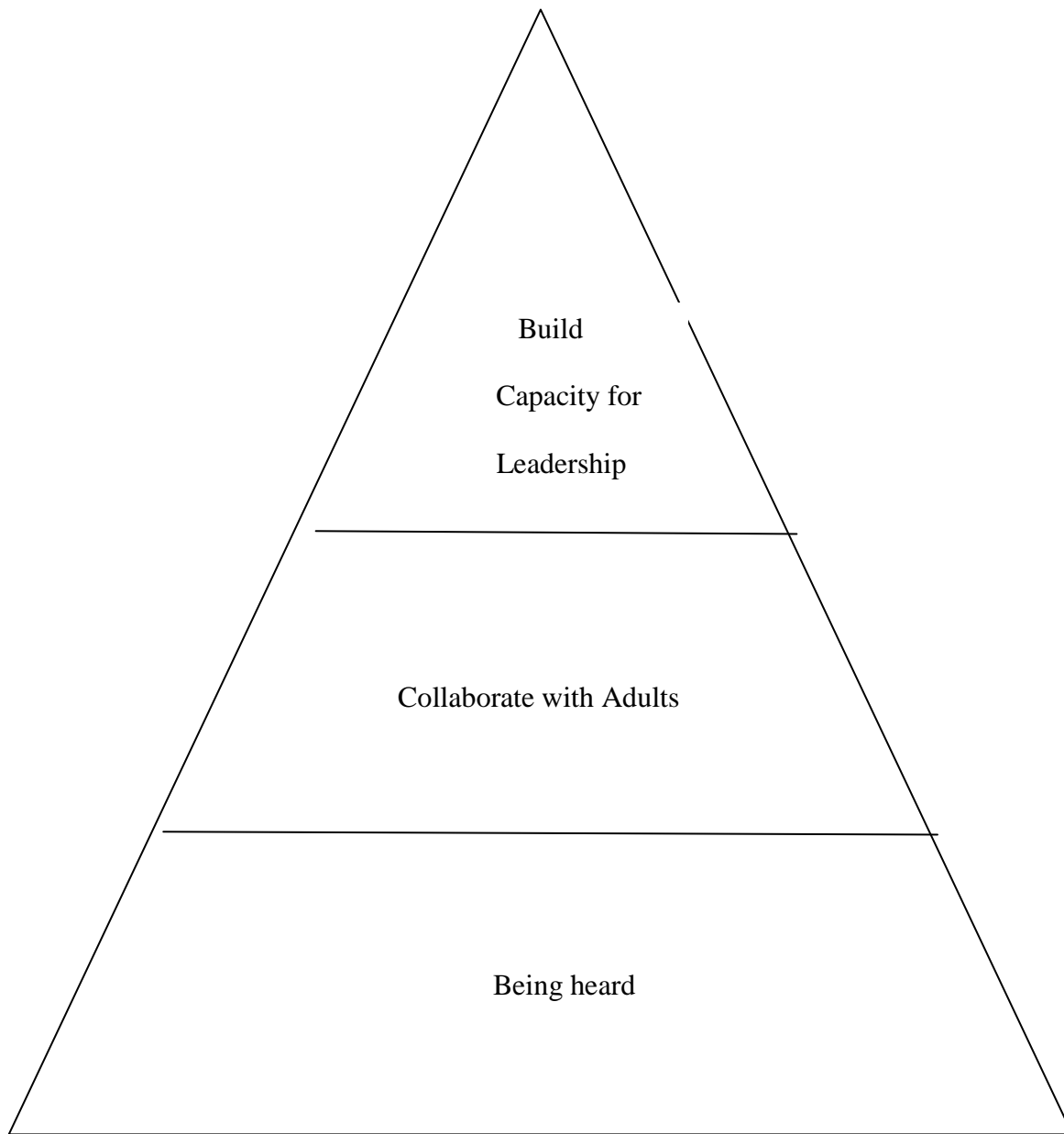


Figure 3 Pyramid of Student Voice (Mitra & Gross, 2009).

At the bottom of the pyramid is the most basic form of student voice – being heard. At this basic level, school administrators and teachers listen to students. Giving students a voice reminds teachers and administrators that students possess unique knowledge and perspectives about their schools that adults cannot fully replicate without this partnership including subjects that adults are reluctant to discuss (Kushman, 1997; Levin, 2000; Rudduck, et al., 1997; Thorkildsen, 1994).

At the next level, students are collaborating with adults. At this level, students work with adults to make changes in the school. The *Often Forgotten Players* have moved to the Near Circle. Teachers and administrators discover students possess unique knowledge and perspectives as they partner with students to identify school problems and possible solutions.

The final level, and smallest, at the top of the pyramid, “building capacity for leadership,” students share in the leadership of the student voice initiative. By providing youth with opportunities to participate in school decision making that will shape their lives and the lives of their peers, increasing student voice in schools offers a way to re-engage students in the school community (Fielding, 2001; Levin, 2000; Mitra, 2004). Students who at one time were sullen and unreachable often become some of the most passionate participants in school once they become involved (Earl & Lee, 1999; Lee & Zimmerman, 1999; Phelan, et al., 1992).

By listening to students perspectives and experiences schools may begin to address students needs and provide a more positive and equitable learning environment. Strucker (2001) and others state, “Reach me with more than words from textbooks-but words from the soul and the mind connected to the heart. What got you to teach me? Wasn’t it to reach me? . . . Relate to me, debate with me, respect me. Stop neglecting me” (p. 162).

A change is needed as students’ opinions and perspectives matter. As MacBeath (2003) and his colleagues assert, “Being consulted can help pupils feel that they are respected as individuals and as a body within the school” (p. 1). A change is also encouraged when it comes to keeping statistical information regarding random drug testing.

Be Transparent and Keep Statistical Data

In order to determine whether the random drug testing policy is achieving its goal, data should be kept yearly on the number of students tested, the number of students testing positive,

as well as what drug(s) the student has tested positive for. Without this information, there is no record of whether the number of students testing positive is increasing or decreasing. There is also no information available to determine if there is a specific drug students are abusing. More information would help district officials make decisions regarding the random drug testing and whether the random drug testing policy is having an impact on drug usage at Maple Senior High School.

Data-based decisions are encouraged rather than making decisions with little or no data (Bernhardt, 1998; Coddling & Rothman, 1999; Killion & Bellamy, 2000). Just as teachers are closing the gap and demonstrating success with efforts in their classrooms to meet the No Child Left Behind Act of 2001, district officials must respond to increasing external pressures, in the form of data, for student learning outcomes. Officials in charge of policy are in a position to create and maintain schools which meet both the instructional needs of students as well as addressing illicit drug usage by students enrolled in the schools officials oversee. Data from The CTC Survey enables policy makers to develop and select appropriate interventions as the district continues to meet the specific goals of success for all students.

Random drug testing is expensive. In order to justify the cost, qualitative data as well as quantitative data would be helpful. Officials and district decision makers in districts need to review data within their schools as it pertains to drug usage and make data-based decisions rather than decisions with little or no quantitative or qualitative data (Killion & Bellamy, 2000).

The stakes associated with any student taking illicit drugs or becoming addicted to drugs, are high. School district face difficult decisions when determining appropriate strategies that will provide the best results as students face decisions regarding illicit drug usage. One of the most important actions officials in the district could take regarding student illicit drug usage is to

collect data to ascertain if random drug testing is working. It would behoove school officials to be well-informed as they address drug-related problems which interfere with student performance.

Use Voice for a Positive Change

Adolescence is a time of turmoil and angst for many students. By implementing student voice and teaching students how to participate in a positive manner, schools that include students in the inner circles can help decrease the turmoil and turbulence youth often feel about their school (Fielding, 2001; Mitra, 2007; Soohoo, 1993).

By giving students voice, schools are offering an opportunity for positive change by giving students an opportunity to increase their confidence and their sense of self-worth as they practice and assume leadership roles. They are also giving students the chance to construct new roles and become positive change makers in the school (Mitra, 2004) as new relationships are developed which provide students the opportunity to connect (McLaughlin, 1993; Pittman, Wright, & Wynn, 1991).

Developing leadership and empowering students helps to develop a sense of belonging gives students an opportunity to have positive interaction with adults. Rather than continuing to suppress the voices of *The Often Forgotten Players*, pull students within the circle and actually listen to their voices. However, school officials must be careful as giving students voice is more than providing tokenistic listening.

Student voice is more than just listening to students. If schools listen to students in only a tokenistic fashion, schools are not truly valuing student voice (Cook-Sather, 2002). If student voice efforts are poorly implemented and are tokenistic, disengagement, distrust, and alienation,

occurs (Bragg, 2007; Fielding, 2004; Silva, 2003) as surface level implementation creates greater alienation among young people by offering insincere gestures rather than authentic partnership.

Asking for student input and participation in schools can be seen as risky business because students have been at the lowest in the school hierarchy with little to no voice. Providing this opportunity to students can be threatening to others within the hierarchy (Lincoln, 1995), however, the increased strength of students can help build the empowerment of another (Mitra & Gross, 2009). Giving student voice is providing students the opportunity to work alongside policy makers and as a result of their work together, effect positive changes in school policy and/or practice (Cook-Sather, 2002; Sarason, 1996). It is a huge change for schools to include students to the Near Circle of power (Cook-Sather, 2006).

Change is slow in schools and it will take time to create a positive change. But there is never a better time than now to begin the process of change.

Examine Parent Perspective

There is little research and data regarding parents' perspective of random drug testing in the schools their child attends. In this study, approximately 99% of the students and their parents sign the random drug testing policy. Research regarding parents point of view and their perspectives of a random drug testing policy would be interesting and valued information.

There are schools throughout the nation that have adopted random drug testing policy; however, there is little to no data regarding parents standpoint. Are parents supportive of the policy? Do they feel, as some of the students have felt, that it is coercive? Do they go along with the policy because they want to see their child graduate?

It would also be beneficial to know parents views of the policy if their child tested positive. Are they supportive of the process? Were they aware their student was taking illicit

drugs? When their child was forced to see a drug counselor was it beneficial? Is the policy and the random drug testing process an effective intervention? Certainly there is much valued information to be gained by listening to the parents' perspective.

Inform Teachers, Students, Staff, and Community of The CTC Survey Results

Data from The CTC Survey should be reviewed and shared with all stakeholders. Information from the survey could be sent in newsletters, which informs stakeholders in the district of the results from the survey. Informing stakeholders and making them aware of drug concerns, is important, as the adage states, *it takes a village to raise a child*.

In order for high schools to be responsive and focused on success for all students, decision making driven by the realities of today's world, are needed. One of these capacities is the systematic and strategic use of data to support student success and continuous student improvement (Bernhardt, 1998; Coddling & Rothman, 1999). By looking at the data and sharing the results, as well as responding to the results, the district officials and administrators would be using data to support decisions as they relate to students using illicit drugs. Also, by sharing the results of The CTC Survey, students would understand how their responses are important and are used to make decisions that in the end will affect them.

Achievement in the classroom is certainly affected by student drug usage. If schools are focusing on student accountability and on student results, certainly students using drugs are threatening their continued improvement and success. Providing support for students who have tested positive, rather than only continuing to drug test to insure students are not continuing to use illicit drugs, would provide students with assurance they in fact are cared about. Meeting with counselors for follow-up may help these students feel supported and connected rather than

alienated. Killion and Bellamy (2000) further clarify the relationship between data-driven decision-making and school reform:

Understanding and using data about school and student performance are fundamental to improving schools. Without analyzing and discussing data, schools are unlikely to identify and solve problems that need attention, identify appropriate interventions to solve those problems, or know how they are progressing toward achievement of their goals. Data are the fuel of school reform...in short, using data separates good schools from mediocre schools. Schools that are increasing student achievement, staff productivity and collegiality, and customer satisfaction use data to inform and guide their decisions and actions. Data use essentially sets a course of action and keeps a staff on that course to school improvement and student success.

(p. 28)

Recommendations

The researcher recommends that school districts considering adopting a random drug testing program make a concerted effort to visit with students and listen to their ideas and opinions. School districts could educate the students about the philosophy behind the implementation of a random drug testing as well as provide the specifics of the program, including how students are randomly selected, how many students are tested per week, and also provide information about the ramifications of testing positive. Schools would also want to share information with students regarding the rationale for adopting a random drug testing program.

To provide this education, the information could be shared throughout the curriculum. Health classes would be an ideal arena for specifics of drug testing and what specific drugs are being tested. By giving concrete information to students this would address many of the students

perceptions regarding the implementation of a random drug testing policy as well as provide an avenue to answer students questions and concerns.

The researcher also recommends information be shared within the community about the implementation of a random drug testing policy. Information about random drug testing could be shared in newsletters and public meetings which details the process used as well as the number of students tested and the number testing positive. Information regarding the results from drug testing should be shared with students, staff, and the school community. This information would inform parents and assist the district in curbing drug usage of students.

The researcher recommends sharing the results of The CTC Survey with students in order for students to understand that their responses are important and reviewed by policy makers and administration. Students need to know their responses do in fact make a difference and when it comes to policies and programs implemented in school districts.

There is little information or research available regarding students perceptions of a student random drug testing policy. Additional controlled studies should be undertaken with detailed records kept regarding number of students tested, number of students testing positive, as well as what drugs the students are testing positive for. Additional studies would also be beneficial regarding students who had tested positive for illicit drug usage. The students' perceptions of their continued drug testing as well as their experience throughout meeting the requirements of the random drug testing process would be beneficial. Is the entire process forcing the desired result? Has the policy and its requirements forced the student to remain drug free?

In order to determine whether a random drug testing is making a difference in the drug usage of students; controlled studies that measure drug use by students before implementation of

a policy should be undertaken. Studies of this kind would add greatly needed data and research to an area where little information and research is available. However, as stated previously, it is difficult, and almost impossible to get definite, accurate numbers regarding student illicit drug usage.

If school districts participate in The CTC Survey, teachers, administrators, and staff, should stress the importance of the survey and urge students to take the survey seriously. Those giving the survey need to do so with fidelity in order for the results to be valid and of use for administrators in the building as well as those charged with the responsibility of developing policy. Although students in focus groups stated everyone *blows it off* and students do not take it seriously, the survey has built within it questions to check for validity as students answer questions.

Clearly there are students who do not feel connected or valued in all schools throughout the nation. Often students struggle with enjoying school. Seniors occasionally feel *senioritis* during their senior year. Yet, all students need to have a sense of belonging and of being valued. As students move throughout their high school year, students' enjoyment and attachment to their school decreases (see Appendix G). By providing avenues for student voices to be listened to and heard, schools will increase students' feelings of belonging and satisfaction in their schools.

The researcher also recommends when working with students regarding information related to drug usage, that individual interviews be the primary source of information rather than focus groups. The researcher's perception is students fed off one another during focus groups when students discussed drug usage. One student in the focus group would make a comment and others would join in agreeing feeding off of previous comments made. Whereas in individual

interviews, students shared their opinions and views, but their views were not riddled with hearsay and rumor.

Students in focus groups, particularly freshmen, shared information regarding students talking about drug usage all the time. During individual interviews there was no mention of students talking about their drug usage. Comments such as “at football games there are always people doing it,” “it’s like they are constantly smoking it,” and “having cocaine in the classroom” prompted others to relay hearsay and rumors that are rampant in schools. By talking one on one with students, the researcher believes the amount of gossip and hearsay would be limited.

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APPENDIXES

APPENDIX A

FOCUS GROUP INTERVIEW PROTOCOL

1. Tell me a little bit about yourself. What types of activities/athletics are you involved in?
2. Tell me about your school's random drug-testing policy.
3. Why did the school district implement a random drug testing policy?
4. How has the drug testing policy affected you?
5. What can you tell me about illicit drug usage by students attending your school?
6. What is your perception of student drug usage and/or sale of drugs in your school during school or at school events?
7. What would be an effective program for your school to adopt that would have an impact on students regarding illicit drug usage?
8. What are the consequences for testing positive for illicit drug usage?

APPENDIX B
STUDENT INTERVIEW PROTOCOL

1. Tell me a little about yourself.
2. What are your beliefs/thoughts about drug testing?
3. What are your beliefs/thoughts about illicit drug usage?
4. How many students in your school use illicit drugs?
5. Do you feel the drug testing policy is a good way of controlling drug use for students at this school? If not, what is a good way of controlling drug use?
6. How available are drugs in your school?
7. Does the drug testing policy at your school stop you from using illicit drugs?
8. Do you feel you have enough knowledge about drug abuse?
9. Do you feel your personal privacy is violated when/if you are randomly selected for drug testing?
10. Do you feel you know how to handle the pressures of using drugs?

APPENDIX C

STUDENT ASSENT FORM

I have been informed that my parent(s) have given permission for me to participate, if I want to, in a study to learn about student views of the schools random drug testing policy. My participation in this project is voluntary and I have been told that I may stop my participation in this study at any time. If I choose not to participate, it will not affect my grades in any way. I also agree to allow Mrs. Rathbun to review and take notes.

Student SignatureDate

APPENDIX C



*Department of Educational Leadership
Campus Box 142, Wichita, KS 67260-0142*

October 2010

Dear Maple Senior High School Parent and Student:

As part of the requirements for completing my doctoral degree in Educational Leadership in the College of Education at Wichita State University, I am conducting research at Maple Senior High School, USD 510. The purpose of my study is to obtain the perspectives of students at Maple School regarding the random drug testing policy in USD 510, which was implemented in the fall of 2007. There is little research available regarding students perceptions and the purpose of my study is to listen to the students to find out what they think about the policy and its influence, if any, on their educational experience.

As a current student at Maple Senior High School, your child has been invited to participate in a study of perceptions of the random drug testing policy in USD 510. There are approximately 30 to 40 high school students participating in this study. Focus group participants were selected by counselors and administrators at Maple Senior High School to obtain a balance of males and females, athletes and non-athletes. All students selected have signed the consent form to participate in the random drug testing program. Your child has been randomly selected to participate in a focus group and may be asked to participate in a follow-up interview.

Your child will first participate in a focus group. In addition, your child may be invited to participate in a semi-structured interview. Each will take approximately one hour or less and will be conducted over a period of a few weeks. The focus groups and interviews will be conducted at a convenient and appropriate time during the school day and will not interrupt classroom instruction.

During data collection, students will be encouraged to be open in their responses. Your child's identity will be kept confidential and will not be personally identified from the comments made during the focus groups or follow-up interviews. A sample question follows: What are your beliefs/thoughts about drug testing? With your and your child's permission, I

APPENDIX C (continued)

would like to tape record the focus groups and interviews, which will be transcribed. You will be given the opportunity to review a summary of the findings.

The study will add to the research base regarding random drug testing as well as inform USD 510 about student perceptions of the random drug testing policy. The process and research results are intended to be non-threatening for participants and there are no anticipated risks. All participation will be voluntary, and your child will be apprised of the research purpose. Any information obtained in this study in which your child can be identified will remain confidential and will be disclosed only with your permission.

If you have any questions about this research you can contact my advisor Dr. Jean Patterson at 316-978-3325, jean.patterson@wichita.edu, Educational Leadership Department, Wichita State University, Wichita 67260-0142; or, Shelia Rathbun at 316-772-0965. If you have questions pertaining to your rights as a research subject, or about research-related injury, you can contact the Office of Research Administration at Wichita State University, Wichita, KS 67260-0007, and telephone (316) 978-3285. You are under no obligation to participate in this study.

Your decision whether or not to participate will not affect your future relations with USD 510 or Wichita State University. Your signature indicates that you have read the information provided and have voluntarily decided to allow your child to participate. Please keep a copy of this form for your records.

Sincerely,

Shelia E. Rathbun
Principal, Maple North High School

I agree to allow my child to participate in a focus group and an interview with Mrs. Rathbun, Maple North High School Principal.

Signature of Parent or Legal Guardian

Date

APPENDIX D

MAPLE RANDOM DRUG TESTING POLICY

Policy for Random Drug Testing of

Maple Unified School District Students

MISSION STATEMENT

The mission of the Maple USD 510 random drug testing policy is to provide an additional deterrent to curb issues related to substance abuse in students. The objective is to provide a system of assistance for students, as well a purpose for opting out of the peer pressures associated with using drugs/alcohol. It is designed to create a safe, drug-free environment for students and assist them in getting help when needed. The procedure for random drug testing of middle and high school students participating in extracurricular activities, as defined in this policy, will be accomplished in conjunction with an independent drug-testing vendor.

To facilitate random testing, the school district will provide the vendor with a list of eligible 7-12 grade students. In turn, the vendor will select up to 10% of the eligible students for testing each school year using a “true random” selection process, meaning that every eligible student is subject to being selected from every drawing, with the same probability of randomness throughout. Data updates for the selection process will be submitted by the school district to the vendor on a regular basis throughout the school year. Parents can obtain a copy of the policy which outlines the procedures for testing on the district Web page, www.usd501.com.

Criteria for random drug testing is based on the fact that participation in school sponsored extracurricular activities at USD 510 is a privilege. Therefore, students who participate in

APPENDIX D (continued)

any school sponsored extra-curricular activities will be eligible for random drug testing. It should be noted that information contained in this policy for student drug testing complements the Extracurricular Code of Conduct, including all of its provisions pertaining to drugs and alcohol. Additionally, if a student is suspected of being under the influence of an illicit substance during the school day or at a school activity, representatives of the school district do have the authority to conduct a drug test based upon that suspicion, and if the student tests positive, a school suspension and expulsion hearing could result.

The random drug testing program is designed to be academically non-punitive.

No student shall be penalized academically for testing positive for illegal drugs.

The results of drug tests pursuant to this policy will not be documented in any student's *academic* records.

Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process, which the district shall not solicit.

Record of drug testing will be destroyed at the end of each school year.

DEFINITIONS:

The following terms and phrases shall be defined as follows for purposes of this policy:

Participation in Extracurricular Activities – School-sponsored activities, including *but not limited to*

Athletic programs, After School Weight Lifting

Cheerleading, Dance team,

APPENDIX D (continued)

Band, Orchestra, Choir,

Academic teams: Scholars' Bowl, Math Quiz, Knowledge Master, Model UN, Science Olympiad, BPA, Future Problem Solving, etc.

Debate teams, NFL, Drama teams, Drama Productions,

Newspaper, Yearbook

All School Clubs KAYS, Math Club, etc.

Eagle Ambassadors,

NHS, Peer Helpers, SADD, STUCO, etc.

Attendance at school dances, performances, extra-curricular activities, graduation, etc.

Parking privileges on USD 510 owned property

Participation in graduation ceremonies

Illicit Substance – A drug classified by the Drug Enforcement Administration (DEA) as being available only by prescription from a physician, or classified as being controlled, and having no therapeutic use. For purposes of this policy, any substance considered illegal by either federal or Kansas law or that is controlled by the United States Food and Drug Administration including, but not limited to the following substances: alcohol; amphetamines/methamphetamines (speed, uppers, diet pills); barbiturates (downers, sleeping pills); benzodiazepines (Valium, Librium); cannabinoid (marijuana); cocaine metabolites; ecstasy; hallucinogens (LSD); Methadone; opiates (heroin, morphine, codeine); phencyclidine (PCP, angel dust); propoxyphene (Darvon). Maple USD 510 reserves the right to test for any and all illegal or controlled substances as determined at the discretion of the district.

APPENDIX D (continued)

Student Participant – A qualified student participating in an extra-curricular activity as defined by this policy, or on a sanctioned athletic team, as defined by the Kansas State High School Activities Association.

PROCEDURES FOR STUDENTS

Informed Consent for Testing

At the beginning of each school year, students and parent/guardian/custodian will complete and sign the Informed Consent Agreement (Exhibit A). No student may participate in any extra-curricular activity as defined by this policy until this form is properly executed and on file with the school.

At the beginning of each school year, or when a student moves into the Maple school district, students may be subject to drug testing for illicit substances. Any student who refuses to submit to drug testing will not be allowed to participate in extracurricular activities as defined by this policy.

When a student is selected for testing, he/she will be given the opportunity to call his/her parents prior to being tested. If a parent wishes to be present for the test, he/she will need to arrive at the school within 30 minutes of being contacted by his/her child.

An administrator will walk the students to the mobile lab and will wait with the students while they are being tested. Students will use the restroom in the mobile lab while the administrator waits in the reception area of the mobile lab.

If a student is unable to provide a sample while the mobile lab is at the school, administration will notify the parents and arrangements will be made on an individual basis.

APPENDIX D (continued)

CONFIDENTIALITY & REPORTING RESULTS

All drug test results are considered confidential information and will be handled accordingly.

Those persons having results reported to them as set forth by this policy must sign a Confidentiality Statement (Exhibit B).

Vendor will provide an annual report to the administration showing the number of tests performed, rate of positive and negative tests, and what substances were found in the positive results.

PROCEDURES IN THE EVENT OF A POSITIVE RESULT

The following will occur whenever a student's test result indicates the presence of illicit drugs or banned substances or adulteration:

The building principal will provide written notification to the parent/guardian/custodian within 24 hours, through certified mail.

The student will be required to submit to five periodical drug tests throughout the next calendar year.

If the parent/guardian/custodian or student wishes to contest the results, the Vendor will arrange for the split portion of the specimen to be submitted to another laboratory (approved by the Board of Education) for testing at the parent's expense. Such a request must be made to the building principal in writing within five working days from first notification of positive test results.

First Positive Result will result in the following actions:

APPENDIX D (continued)

The student will be suspended from all extra-curricular activities (based upon the student code of conduct) for a minimum of four weeks.

Student participants who have a first positive result will be required to submit to five follow-up drug tests during the next calendar year and will be required to participate in a chemical assessment program to determine the extent of their drug/alcohol use before being allowed to participate in extra-curricular activities.

The cost of the chemical assessment will be the responsibility of the student or student's parents or guardian if under age 18.

Second Positive Result will result in the following actions:

The student participant will be suspended from all extra-curricular activities (based upon the student code of conduct) for up to eight weeks.

Students who have a second positive result will be required to enroll in a drug treatment program before being allowed to participate in extracurricular activities.

The cost of the drug treatment program will be the responsibility of the student or student's parent or guardian if under age 18. The student will continue or repeat the five necessary follow-up drug screenings.

Third Positive Result will result in the following actions:

A third positive result in any two consecutive calendar years will result in the student being barred from participation in any extra-curricular activity, as defined in this policy, for a minimum of eighteen school weeks.

APPENDIX D (continued)

The student must participate in a chemical assessment program and successfully complete a drug recovery program recommended by a certified substance abuse professional at the expense of the student or student's parents or guardian if under age 18.

At the end of the eighteen school weeks and completion of a drug recovery program, the student must complete a drug screen with negative results at the student's expense, in order to be allowed to participate in extracurricular activities.

Upon return to participation in extracurricular activities, the student will continue or repeat the five necessary follow-up drug screens. The period of exclusion may continue into the following school year.

PROCESS FOR APPEALS

Should a positive test result, the parent has the right to visit with the medical review officer to communicate any medically authorized substances that might have resulted in a positive test. The medical review officer will determine whether the information provided by the parent could account for the positive test. If the test remains positive, and a student and/or parent or person otherwise in lawful control of the student elect to appeal a positive test result, the second half of the specimen in question may be tested. In such cases, the student and/or parent or person otherwise in lawful control of the student shall assume responsibility for payment of all fees related to the second test. A written request to appeal a positive test must be submitted to the Superintendent or designee within five days of receiving notice of the positive results.

APPENDIX E

CONSENT TO PERFORM DRUG TESTING

EXHIBIT A

Consent to Perform Drug Testing

We hereby consent to allow the student named on this form to undergo urinalysis testing for the presence of illicit drugs or banned substances in accordance with the **Policy for Random Drug Testing of Maple USD 510** as approved by the Maple Unified School District Board of Education.

We understand that a qualified Vendor will oversee the collection process.

We understand that any urine samples will be sent only to a certified medical laboratory for actual testing and that the samples will be coded to provide confidentiality.

We hereby give our consent to the medical Vendor selected by the Maple 510 Board of Education, their laboratory, doctors, employees, or agents, together with any clinic, hospital, or laboratory designated by the selected medical vendor to perform urinalysis testing for the detection of illicit drugs or banned substances.

We further give permission to the medical vendor selected by the Maple USD 510 Board of Education, its doctors, employees, or agents, to release all results of these tests to the Medical Review Officer (MRO) working for the medical vendor.

We understand these results will be forwarded to the Building Principal and will also be made available to the parents.

APPENDIX E (continued)

We understand that consent pursuant to this **Informed Consent Agreement** will be effective for all activities in which this student might participate during the current school year while attending Maple Schools.

EXHIBIT A

MAPLE UNIFIED SCHOOL DISTRICT 510 INFORMED CONSENT AGREEMENT

Student Name _____ Grade _____

(Please print)

Student Date of Birth _____

AS A STUDENT:

I understand and agree that participation in extracurricular and athletic activities is a privilege that may be withdrawn for violations of the **Policy for Random Drug Testing of USD 510 Students**.

I have read the **Policy for Random Drug Testing of USD 510 Students** and understand the consequences that I will face if I am selected for a random drug test and have a positive test result.

I understand that when I participate in any athletic or extra-curricular activity, I will be subject to random urine drug testing, and if I refuse, I will not be allowed to practice or participate in any athletic or extra-curricular activity. I have read the consent on the reverse of this form and agree to its terms.

APPENDIX E (continued)

I understand this is binding while a student within the Maple Unified School District.

Date _____

Student Signature

APPENDIX E (continued)

AS A PARENT/GUARDIAN/CUSTODIAN:

I have read the **Policy for Random Drug Testing of USD 510 Students** and understand the responsibilities of my son/daughter/ward as a participant in athletic or extra-curricular activities in Maple USD 510. I understand that my son/daughter/ward, when participating in athletics or extra-curricular activities may be subjected to random drug testing, and if he/she refuses, will not be allowed to practice or participate in any extra-curricular activities. I have read the consent on the reverse of this form and agree to its terms. I understand this is binding while my son/daughter/ward is a student within the Maple Unified School District.

_____ Date _____

Parent/Guardian/Custodian Signature

Parent/Guardian/Custodian Name (print) Home Phone Work Phone

-OR- I have read the **Policy for Random Drug Testing of USD 510 Students** and have decided to **decline** involvement.

_____ Date _____

Student Signature

Date _____

Parent/Guardian/Custodian Signature

Parent/Guardian/Custodian Name (print) Home Phone Work Phone

APPENDIX F

CTC SURVEY DATA PROBLEM BEHAVIORS 30 DAY PREVALENCE

Table 1

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: been suspended from school?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	7.10	9.50	7.90	12.40	7.83
Jamesson County data	8.60	9.00	8.40	9.00	8.36
Kansas State data	8.30	8.30	7.50	7.60	7.52

APPENDIX F (continued)

Table 2

Scale: 30 day prevalence

Question: On how many occasions have you used MDMA (ecstasy) during the last 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	6.80	4.80	1.50	1.70	3.03
Jamesson County data	3.80	4.30	2.20	2.50	3.25
Kansas State data	2.60	3.10	2.60	2.60	2.48

Question: On how many occasions have you used MDMA (ectasy) in your lifetime?

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	18.40	18.00	9.90	6.00	8.10
Jamesson County data	10.80	13.50	8.80	9.30	9.47
Kansas State data	7.2 0	8.90	8.30	8.20	7.38

APPENDIX F (continued)

Table 3

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used LSD and other psychedelics during the past 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	7.50	4.10	4.20	2.10	3.03
Jamesson County data	3.30	3.80	2.70	3.10	2.98
Kansas State data	2.70	2.90	3.00	2.90	2.92

Question: On how many occasions (if any) have you used LSD and other psychedelics in your lifetime?

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	16.00	10.20	9.10	6.20	9.32
Jamesson County data	8.50	9.20	6.70	8.30	8.02
Kansas State data	7.20	7.70	7.60	7.50	7.27

APPENDIX F (continued)

Table 4

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used cocaine or crack during the last 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	7.10	3.80	3.10	2.20	2.78
Jamesson County data	3.30	4.50	2.10	2.50	3.18
Kansas State data	3.00	3.20	2.60	2.40	2.42

Question: On how many occasions have you used cocaine or crack in your lifetime?

Scale: Lifetime Use

	2006	2007	2008	2009	2010
Maple Senior High School	15.60	12.30	9.50	4.20	6.33
Jamesson County data	8.60	11.40	6.90	6.30	7.17
Kansas State data	7.80	8.20	7.20	6.70	6.00

APPENDIX F (continued)

Table 5

Scale: 30 day prevalence

Question: On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	3.70	2.40	3.10	1.70	2.53
Jamesson County data	1.90	2.90	2.10	2.00	3.59
Kansas State data	2.40	2.60	2.70	2.60	2.87

Question: On how many occasions have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	11.90	7.50	8.80	7.80	8.86
Jamesson County data	8.80	12.10	8.50	8.10	9.80
Kansas State data	10.10	10.80	9.60	9.90	9.71

APPENDIX F (continued)

Table 6

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used marijuana during the past 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	22.10	16.40	8.30	12.40	17.42
Jamesson County data	16.20	15.90	14.50	16.50	18.22
Kansas State data	16.20	16.60	16.20	16.70	17.13

Question: On how many occasions (if any) have you used marijuana in your lifetime?

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	39.80	34.50	32.10	28.70	32.41
Jamesson County data	38.80	38.20	34.10	36.70	35.28
Kansas State data	37.30	36.70	35.40	35.20	35.08

APPENDIX F (continued)

Table 7

Scale: 30 day prevalence

Question: On how many occasions (if any) have you taken methamphetamines in the past 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	4.40	3.10	2.70	1.30	2.78
Jamesson County data	1.90	2.70	1.50	1.70	2.73
Kansas State data	1.90	2.00	1.70	1.80	1.91

Question: On how many occasions (if any) have you taken methamphetamines in your lifetime?

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	10.20	8.50	5.00	3.50	3.56
Jamesson County data	6.30	6.70	3.90	4.40	5.12
Kansas State data	5.30	5.10	4.50	4.20	3.85

APPENDIX F (continued)

Table 8

Scale: 30 day prevalence

Question: On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	49.70	46.30	39.40	35.30	40.15
Jamesson County data	53.40	50.80	46.20	44.80	43.14
Kansas State data	55.50	53.00	50.40	49.50	46.77

Question: On how many occasions have you had beer, wine, or hard liquor to drink in your lifetime more than just a few sips?

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	67.70	66.00	62.90	56.80	59.34
Jamesson County data	75.10	72.20	69.10	69.30	65.85
Kansas State data	77.80	75.60	72.80	72.40	70.93

APPENDIX F (continued)

Table 9

Scale: 30 day prevalence

Question: How frequently have you used smokeless tobacco during the past 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	10.30	12.30	8.00	5.00	8.10
Jamesson County data	9.90	11.50	9.30	10.90	11.30
Kansas State data	12.30	12.40	11.60	12.00	13.05

Question: Have you ever used smokeless tobacco chew, snuff, plug, dipping tobacco, or chewing tobacco?

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	23.50	22.10	16.70	12.90	19.19
Jamesson County data	23.60	25.20	21.70	22.30	22.38
Kansas State data	27.60	26.70	25.70	25.50	26.98

APPENDIX F (continued)

Table 10

Scale: 30 day prevalence

Question: How frequently have you used smoked cigarettes during the past 30 days?

Population: 12th

Percent responding: At least once

	2006	2007	2010	2009
Maple Senior High School	28.00	23.50	20.40	12.00
Jamesson County data	26.10	26.60	21.79	22.30
Kansas State data	24.60	23.00	20.56	21.90

Question: Have you ever smoked cigarettes?

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	48.30	39.90	35.20	29.20	35.35
Jamesson County data	48.80	48.20	42.10	43.40	40.62
Kansas State data	50.00	47.80	45.70	44.90	42.35

APPENDIX F (continued)

Table 11

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used prescription stimulants, such as Ritalin, Adderall, or Concerta, not prescribed for you by a doctor during the past 30 days?

Population: 12th

Percent responding: At least once

	2010
Maple Senior High School	5.30
Jamesson County data	3.27
Kansas State data	3.90

Question: On how many occasions (if any) have you used prescription stimulants, such as Ritalin, Adderall, or Concerta, not prescribed for you by a doctor in your lifetime?

Scale: Lifetime use	2010
Maple Senior High School	8.08
Jamesson County data	8.07
Kansas State data	9.85

APPENDIX F (continued)

Table 12

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used prescription tranquilizers, such as Xanax, Valium, or Ambien, not prescribed for you by a doctor during the past 30 days?

Population: 12th

Percent responding: At least once

	2010
Maple Senior High School	5.30
Jamesson County data	4.09
Kansas State data	3.79

Question: On how many occasions (if any) have you used prescription tranquilizers, such as Xanax, Valium, or Ambien, not prescribed for you by a doctor in your lifetime?

Scale: Lifetime use	2010
Maple Senior High School	10.38
Jamesson County data	8.94
Kansas State data	8.87

APPENDIX F (continued)

Table 13

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used pain relievers, such as Vicodin, OxyContin, or Tylox, not prescribed for you by a doctor during the past 30 days?

Population: 12th

Percent responding: At least once

	2010
Maple Senior High School	7.58
Jamesson County data	7.64
Kansas State data	6.88

Question: On how many occasions (if any) have you used prescription pain relievers, such as Vicodin, OxyContin, or Tylox, not prescribed for you by a doctor in your lifetime?

Scale: Lifetime use

	2010
Maple Senior High School	15.78
Jamesson County data	15.72
Kansas State data	15.92

APPENDIX F (continued)

Table 14

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used heroin during the past 30 days?

Population: 12th

Percent responding: At least once

	2010
Maple Senior High School	1.52
Jamesson County data	1.81
Kansas State data	1.49

Question: On how many occasions (if any) have you used heroin in your lifetime?

Scale: Lifetime use	2010
Maple Senior High School	2.28
Jamesson County data	2.47
Kansas State data	2.21

APPENDIX F (continued)

Table 15

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you taken a handgun to school?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	2.70	1.70	2.70	.80	1.53
Jamesson County data	1.80	1.40	1.70	1.80	2.13
Kansas State data	1.40	1.40	1.80	1.80	1.83

APPENDIX F (continued)

Table 16

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you been arrested?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	10.90	9.90	6.10	3.30	7.93
Jamesson County data	9.20	8.20	7.50	7.60	8.55
Kansas State data	8.20	7.60	7.40	7.00	7.18

APPENDIX F (continued)

Table 17

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: been drunk or high at school?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	20.30	13.70	11.70	8.70	11.11
Jamesson County data	17.40	15.30	13.50	15.30	15.15
Kansas State data	18.30	16.90	16.40	15.90	15.30

APPENDIX F (continued)

Table 18

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: carried a handgun?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	6.80	3.40	5.70	4.50	4.80
Jamesson County data	4.70	5.10	4.80	5.30	6.20
Kansas State data	5.30	5.50	5.10	5.60	5.37

APPENDIX F (continued)

Table 19

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: solid illegal drugs?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	12.70	7.80	6.80	4.60	7.83
Jamesson County data	8.30	7.90	7.70	8.70	8.58
Kansas State data	7.40	7.50	8.00	7.90	7.72

APPENDIX F (continued)

Table 20

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: stolen or tried to steal a motor vehicle such as a car or motorcycle?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	3.80	1.70	3.40	2.10	2.03
Jamesson County data	2.70	2.10	2.30	2.40	2.36
Kansas State data	2.70	2.30	2.40	2.40	2.49

APPENDIX F (continued)

Table 21

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: attacked someone with the idea of seriously hurting them?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	14.60	11.90	11.30	7.50	8.06
Jamesson County data	11.40	11.00	9.80	10.00	10.25
Kansas State data	11.70	10.80	9.90	10.00	9.48

APPENDIX F (continued)

Table 22

Domain: Problem Behaviors

Scale: Delinquency

Question: Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	33.30	31.70	26.80	20.40	25.76
Jamesson County data	31.90	32.00	29.00	28.50	26.45
Kansas State data	35.50	33.70	33.10	31.80	29.08

APPENDIX F (continued)

Table 23

Domain: Problem Behaviors

Scale: Delinquency

Question: On how many occasions (if any) have you taken steroids without a doctor's order during the past 30 days?

Population: 12th

Percent responding: 0 occasions

	2007	2008	2009	2010
Maple Senior High School	98.00	98.50	97.40	98.23
Jamesson County data	98.20	99.00	98.80	98.41
Kansas State data	98.80	98.90	98.80	98.73

APPENDIX F (continued)

Table 24

Domain: Problem Behaviors

Scale: Delinquency

Question: On how many occasions (if any) have you taken steroids without a doctor's order during the past 30 days?

Population: 12th

Percent responding: 0 occasions

	2007	2008	2009	2010
Maple Senior High School	98.00	98.50	97.40	98.23
Jamesson County data	98.20	99.00	98.80	98.41
Kansas State data	98.80	98.90	98.80	98.73

Appendix G

CTC SURVEY DATA PROBLEM BEHAVIORS

Table 25

Scale: Lifetime use

Question: How many times in the past year (the last 12 months) have you: been suspended from school?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	9.70	13.40	8.90	12.00	8.08
Jamesson County data	12.60	13.70	12.60	12.90	11.48
Kansas State data	11.50	11.80	10.40	10.50	9.73

APPENDIX G (continued)

Table 26

Scale: 30 day prevalence

Question: On how many occasions have you used MDMA (ecstasy) during the last 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	5.10	5.10	1.80	2.20	2.18
Jamesson County data	4.10	4.00	3.00	2.10	2.34
Kansas State data	2.60	2.70	2.40	2.20	2.08

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	10.80	10.90	7.00	5.60	4.78
Jamesson County data	9.00	9.80	7.40	6.10	6.38
Kansas State data	6.10	6.80	5.80	5.20	5.29

APPENDIX G (continued)

Table 27

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used LSD and other psychedelics during the past 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	4.60	3.00	3.20	3.70	1.09
Jamesson County data	3.70	3.10	3.30	3.00	2.81
Kansas State data	2.80	2.70	2.60	2.70	2.46

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	7.80	7.80	5.00	7.10	3.48
Jamesson County data	6.60	7.20	6.20	6.10	6.03
Kansas State data	5.60	5.90	5.30	5.30	5.16

APPENDIX G (continued)

Table 28

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used cocaine or crack during the last 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	2.50	2.80	2.10	1.90	1.30
Jamesson County data	2.60	2.70	2.70	1.80	1.96
Kansas State data	2.40	2.50	2.50	2.00	1.92

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	5.50	6.00	3.90	4.30	3.49
Jamesson County data	6.10	6.30	5.60	4.50	5.05
Kansas State data	5.40	5.80	4.80	4.50	4.42

APPENDIX G (continued)

Table 29

Scale: 30 day prevalence

Question: On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	3.70	2.80	4.80	4.30	3.93
Jamesson County data	3.70	3.40	3.50	3.40	3.36
Kansas State data	4.00	4.20	3.80	3.90	3.90

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	9.70	9.50	11.40	8.70	10.22
Jamesson County data	13.00	13.10	11.60	10.90	11.14
Kansas State data	13.00	14.20	11.90	11.70	11.64

APPENDIX G (continued)

Table 30

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used marijuana during the past 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	11.30	12.20	7.10	8.90	8.04
Jamesson County data	14.20	14.30	12.90	13.20	14.50
Kansas State data	13.20	12.70	12.20	12.50	13.32

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	23.10	22.30	20.20	19.00	17.69
Jamesson County data	29.20	29.20	26.10	26.70	26.78
Kansas State data	26.20	26.20	24.20	24.10	25.18

APPENDIX G (continued)

Table 31

Scale: 30 day prevalence

Question: On how many occasions (if any) have you taken methamphetamines in the past 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	2.30	1.00	1.80	1.60	1.54
Jamesson County data	2.20	2.10	2.00	1.80	1.58
Kansas State data	1.90	1.90	1.60	1.70	1.44

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	4.40	3.80	2.10	2.80	2.18
Jamesson County data	5.10	4.80	3.70	3.80	3.32
Kansas State data	4.40	4.20	3.40	3.20	3.02

APPENDIX G (continued)

Table 32

Scale: 30 day prevalence

Question: On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	38.20	28.10	29.60	30.20	25.65
Jamesson County data	42.50	37.40	36.80	34.40	35.45
Kansas State data	42.60	40.40	37.30	36.20	35.42

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	61.80	55.10	49.10	55.40	45.85
Jamesson County data	65.40	63.10	58.70	58.50	56.06
Kansas State data	66.60	65.00	60.60	59.90	58.51

APPENDIX G (continued)

Table 33

Scale: 30 day prevalence

Question: How frequently have you used smokeless tobacco during the past 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	8.10	8.10	8.00	5.00	5.88
Jamesson County data	8.40	7.70	6.60	7.10	9.04
Kansas State data	9.20	8.70	8.30	8.40	8.98

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	18.00	13.20	17.80	11.70	13.70
Jamesson County data	19.40	16.60	14.80	15.30	18.07
Kansas State data	20.60	19.50	18.40	18.10	19.51

APPENDIX G (continued)

Table 34

Scale: 30 day prevalence

Question: How frequently have you used smoked cigarettes during the past 30 days?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	14.60	10.70	11.30	8.30	7.64
Jamesson County data	18.00	15.60	13.70	14.40	13.48
Kansas State data	16.60	15.60	14.70	14.20	13.72

Scale: Lifetime use

	2006	2007	2008	2009	2010
Maple Senior High School	29.60	27.40	28.80	24.50	21.30
Jamesson County data	39.90	37.50	32.20	33.20	31.79
Kansas State data	39.00	37.10	33.60	32.40	31.92

APPENDIX G (continued)

Table 35

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used prescription stimulants, such as Ritalin, Adderall, or Concerta, not prescribed for you by a doctor during the past 30 days?

Population: 10th

Percent responding: At least once

	2010
Maple Senior High School	5.04
Jamesson County data	6.22
Kansas State data	6.71

APPENDIX G (continued)

Table 36

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used prescription tranquilizers, such as Xanax, Valium, or Ambien, not prescribed for you by a doctor during the past 30 days?

Population: 10th

Percent responding: At least once

	2010
Maple Senior High School	5.30
Jamesson County data	4.09
Kansas State data	3.79

Question: On how many occasions (if any) have you used prescription tranquilizers, such as Xanax, Valium, or Ambien, not prescribed for you by a doctor in your lifetime?

Scale: Lifetime use

	2010
Maple Senior High School	4.16
Jamesson County data	6.60
Kansas State data	6.55

APPENDIX G (continued)

Table 37

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used pain relievers, such as Vicodin, OxyContin, or Tylox, not prescribed for you by a doctor during the past 30 days?

Population: 12th

Percent responding: At least once

	2010
Maple Senior High School	7.58
Jamesson County data	7.64
Kansas State data	6.88

Question: On how many occasions (if any) have you used prescription pain relievers, such as Vicodin, OxyContin, or Tylox, not prescribed for you by a doctor in your lifetime?

Scale: Lifetime use

	2010
Maple Senior High School	10.04
Jamesson County data	13.01
Kansas State data	12.55

APPENDIX G (continued)

Table 38

Scale: 30 day prevalence

Question: On how many occasions (if any) have you used heroin during the past 30 days?

Population: 10th

Percent responding: At least once

	2010
Maple Senior High School	1.30
Jamesson County data	1.47
Kansas State data	1.21

Question: On how many occasions (if any) have you used heroin in your lifetime?

Scale: Lifetime use

	2010
Maple Senior High School	1.31
Jamesson County data	2.12
Kansas State data	1.89

APPENDIX G (continued)

Table 39

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you taken a handgun to school?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	4.60	4.10	5.70	4.30	1.97
Jamesson County data	5.80	5.60	5.70	4.40	5.18
Kansas State data	5.80	5.70	5.10	5.30	5.18

APPENDIX G (continued)

Table 40

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you been arrested?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	6.10	4.80	6.30	6.80	5.93
Jamesson County data	10.20	8.90	9.00	8.70	8.68
Kansas State data	8.80	8.30	7.90	7.80	7.69

APPENDIX G (continued)

Table 41

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: been drunk or high at school?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	14.20	9.90	6.60	8.70	8.11
Jamesson County data	16.80	15.50	13.70	13.20	13.87
Kansas State data	15.60	14.20	13.60	13.60	13.02

APPENDIX G (continued)

Table 42

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: carried a handgun?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	4.60	4.10	5.70	4.30	1.97
Jamesson County data	5.80	5.60	5.70	4.40	5.18
Kansas State data	5.80	5.70	5.10	5.30	5.18

APPENDIX G (continued)

Table 43

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: sold illegal drugs?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	6.50	7.10	5.70	6.80	4.82
Jamesson County data	8.20	7.60	6.90	6.60	6.49
Kansas State data	6.90	6.70	6.40	6.30	6.16

APPENDIX G (continued)

Table 44

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: stolen or tried to steal a motor vehicle such as a car or motorcycle?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	3.00	4.10	2.40	2.80	1.98
Jamesson County data	3.90	3.40	3.80	2.80	3.13
Kansas State data	3.60	3.10	3.00	3.00	2.79

APPENDIX G (continued)

Table 45

Domain: Problem Behaviors

Scale: Delinquency

Question: How many times in the past year (the last 12 months) have you: attacked someone with the idea of seriously hurting them?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	14.10	11.70	11.90	11.10	10.28
Jamesson County data	16.20	14.70	13.60	12.80	13.30
Kansas State data	14.60	13.50	12.40	12.10	12.01

APPENDIX G (continued)

Table 46

Domain: Problem Behaviors

Scale: Delinquency

Question: Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

Population: 10th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	22.90	14.20	17.50	15.60	12.64
Jamesson County data	23.80	20.30	21.60	19.60	19.74
Kansas State data	23.80	22.90	21.60	20.80	19.38

APPENDIX G (continued)

Table 47

Domain: Problem Behaviors

Scale: Delinquency

Question: On how many occasions (if any) have you taken steroids without a doctor's order during the past 30 days?

Population: 10th

Percent responding: 0 occasions

	2007	2008	2009	2010
Maple Senior High School	98.70	95.30	96.90	99.13
Jamesson County data	97.80	97.50	98.20	98.33
Kansas State data	98.10	98.00	98.30	98.87

APPENDIX G (continued)

Table 48

Domain: Problem Behaviors

Scale: Delinquency

Question: On how many occasions (if any) have you taken steroids without a doctor's order during the past 30 days?

Population: 10th

Percent responding: 0 occasions

	2007	2008	2009	2010
Maple Senior High School	99.70	97.30	98.10	99.13
Jamesson County data	98.40	98.70	98.70	98.33
Kansas State data	98.70	98.90	98.80	98.87

APPENDIX G
SCHOOL DOMAIN

Table 49

Scale: Opportunity for Positive Involvement

Question: I have lots of chances to be part of class discussions or activities.

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	84.50	87.80	87.90	90.40	86.55
Jamesson County data	86.70	86.00	88.40	89.00	86.74
Kansas State data	87.50	87.50	87.60	87.90	88.01

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	86.20	84.30	85.30	86.00	86.90
Jamesson County data	81.40	82.70	82.60	82.00	83.24
Kansas State data	83.50	84.20	84.00	84.50	85.51

APPENDIX G (continued)

Table 50

Scale: Opportunity for Positive Involvement

Question: In my school, students have lots of chances to help decide things like class activities and rules.

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	52.70	54.10	59.50	55.00	55.19
Jamesson County data	44.80	47.90	52.30	49.40	54.32
Kansas State data	46.20	47.30	49.60	50.70	52.77

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	51.70	56.10	54.10	51.70	61.57
Jamesson County data	45.40	46.40	49.10	45.90	52.33
Kansas State data	48.30	48.60	50.20	50.50	53.93

APPENDIX G (continued)

Table 51

Scale: Opportunity for Positive Involvement

Question: Teachers ask me to work on special classroom projects

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	40.80	43.70	49.60	46.30	48.98
Jamesson County data	39.60	42.00	44.40	40.70	43.31
Kansas State data	40.20	39.90	41.50	41.70	42.67

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	40.30	38.20	43.40	37.10	40.52
Jamesson County data	32.90	33.00	34.20	34.90	38.77
Kansas State data	33.00	33.80	34.40	35.00	36.04

APPENDIX G (continued)

Table 52

Scale: Opportunity for Positive Involvement

Question: There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	89.50	91.10	92.80	95.40	91.14
Jamesson County data	91.10	91.10	92.40	92.90	90.77
Kansas State data	93.60	93.40	93.60	94.00	94.03

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	93.50	92.90	93.50	95.40	94.55
Jamesson County data	90.90	91.60	92.20	91.80	91.98
Kansas State data	93.40	93.80	93.60	94.00	94.21

APPENDIX G (continued)

Table 53

Scale: Opportunity for Positive Involvement

Question: There are lots of chances for students in my school to talk with a teacher one-on-one.

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	74.10	78.20	84.50	83.80	78.12
Jamesson County data	82.30	81.50	84.40	84.80	84.46
Kansas State data	84.50	85.10	85.90	86.20	86.87

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	74.50	76.70	68.90	77.50	81.26
Jamesson County data	73.60	75.60	75.50	77.20	78.61
Kansas State data	78.60	80.00	79.80	81.00	81.92

APPENDIX G (continued)

Table 54

Scale: Rewards for Conventional Involvement – Protective Factor

Question: I feel safe at school

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	84.20	85.50	88.00	88.30	86.29
Jamesson County data	86.60	84.30	85.50	88.10	86.54
Kansas State data	86.90	87.00	86.60	87.80	88.31

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	86.00	88.70	80.80	80.80	85.84
Jamesson County data	78.30	77.80	79.50	79.50	82.42
Kansas State data	81.50	82.30	82.30	82.30	84.86

APPENDIX G (continued)

Table 55

Scale: Little Commitment to School – Risk Factor

Question: My teachers notice when I am doing a good job and lets me know about it

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	63.20	70.80	67.90	76.80	66.58
Jamesson County data	69.40	67.50	72.50	72.20	72.09
Kansas State data	71.20	70.30	71.30	72.60	72.96

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	65.00	65.20	62.60	67.60	61.93
Jamesson County data	63.50	65.00	67.20	68.40	68.58
Kansas State data	67.90	68.50	68.10	69.40	69.86

APPENDIX G (continued)

Table 56

Scale: Rewards for Conventional Involvement

Question: My teachers praise me when I work hard in school

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	49.10	49.60	52.70	64.30	46.76
Jamesson County data	53.40	50.60	56.20	53.90	55.98
Kansas State data	53.60	53.20	53.20	53.70	54.13

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	43.60	46.70	42.10	52.00	42.47
Jamesson County data	44.60	45.70	45.90	47.50	48.79
Kansas State data	48.70	48.60	46.70	47.50	48.29

APPENDIX G (continued)

APPENDIX G (continued)

Table 57

Scale: Rewards for Conventional Involvement

Question: The school lets my parents know when I have done something well

Population: 12th

Percent responding: Yes

	2006	2007	2008	2009	2010
Maple Senior High School	28.90	31.50	30.20	32.90	28.46
Jamesson County data	34.10	33.30	33.90	32.70	34.68
Kansas State data	35.00	35.90	34.30	35.70	36.23

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School					
Jamesson County data	25.80	29.40	27.80	30.90	28.05
Kansas State data	27.50	29.80	28.30	30.50	33.27
	32.60	33.00	31.80	33.10	34.30

APPENDIX G (continued)

Table 58

Scale: Little Commitment to School – Risk Factor

Question: During the last four weeks how many whole days have you missed: because you skipped or “cut”?

Population: 12th

Percent responding: At least once

	2006	2007	2008	2009	2010
Maple Senior High School	37.90	29.20	25.90	22.00	28.06
Jamesson County data	26.80	31.60	24.10	22.90	27.13
Kansas State data	23.20	24.90	23.90	23.10	22.46

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	14.10	18.10	20.40	20.70	16.34
Jamesson County data	21.00	23.10	20.80	20.60	20.05
Kansas State data	18.60	19.30	19.30	18.80	18.14

APPENDIX G (continued)

Table 59

Scale: Little Commitment to School – Risk Factor

Question: How interesting are most of your courses to you?

Population: 12th

Percent responding: Very Dull

	2006	2007	2008	2009	2010
Maple Senior High School	7.10	6.10	3.00	4.10	8.56
Jamesson County data	5.90	6.60	4.70	6.50	6.75
Kansas State data	5.50	6.20	5.90	6.30	6.32

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	7.70	7.10	7.40	6.80	7.17
Jamesson County data	8.30	10.00	7.30	7.80	6.64
Kansas State data	7.40	7.60	7.50	7.70	7.37

APPENDIX G (continued)

Table 60

Scale: Little Commitment to School – Risk Factor

Question: How often do you feel that the school work you are assigned is meaningful and important.

Population: 12th

Percent responding: Never

	2006	2007	2008	2009	2010
Maple Senior High School	11.50	9.20	5.60	5.40	10.33
Jamesson County data	6.50	7.20	5.60	6.90	7.58
Kansas State data	5.90	6.30	6.30	6.80	6.93

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	5.10	8.10	10.00	11.70	6.96
Jamesson County data	7.10	7.50	7.90	8.80	7.71
Kansas State data	6.70	7.10	7.40	7.40	7.56

APPENDIX G (continued)

Table 61

Scale: Little Commitment to School – Risk Factor

Question: Now, thinking back over the past year, how often did you: enjoy being in school?

Population: 12th

Percent responding: Never

	2006	2007	2008	2009	2010
Maple Senior High School	9.20	10.90	7.50	8.30	7.11
Jamesson County data	6.40	7.80	5.50	6.50	6.69
Kansas State data	6.00	6.80	6.20	6.70	6.50

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	7.90	7.30	7.80	7.20	6.55
Jamesson County data	9.20	8.80	7.40	7.60	7.70
Kansas State data	8.00	7.70	7.50	7.70	7.69

APPENDIX G (continued)

Table 62

Scale: Little Commitment to School – Risk Factor

Question: Now, thinking back over the past year, how often did you: hate being in school?

Population: 12th

Percent responding: Almost Always

	2006	2007	2008	2009	2010
Maple Senior High School	8.80	11.60	7.80	10.70	9.97
Jamesson County data	8.80	8.40	7.90	8.00	7.93
Kansas State data	7.90	8.50	7.90	8.20	8.21

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	9.10	11.00	9.00	10.00	8.13
Jamesson County data	11.20	11.40	9.80	9.80	9.95
Kansas State data	10.10	9.90	9.60	9.90	10.04

APPENDIX G (continued)

Table 63

Scale: Little Commitment to School – Risk Factor

Question: Now, thinking back over the past year, how often did you: try to do your best?

Population: 12th

Percent responding: Never

	2006	2007	2008	2009	2010
Maple Senior High School	4.70	4.00	2.90	3.30	2.43
Jamesson County data	2.10	1.80	1.60	1.90	2.20
Kansas State data	1.60	1.70	1.80	1.70	1.66

Population: 10th

	2006	2007	2008	2009	2010
Maple Senior High School	0.70	2.00	3.10	1.20	2.10
Jamesson County data	1.50	1.90	1.50	1.40	1.64
Kansas State data	1.60	1.50	1.60	1.60	1.45