

Introduction

In order to effectively prevent drugs from entering the school campus, everyone in school should cooperate in every aspect. Even though schools had implemented anti-drug education measures at campus, there are still chances that the school would encounter drug matters. Hence, it is very important for the school to equip staff with identification and management skills to handle drug issues. School must have in place a set of guidelines for the management of drugs issues as a reference for all staff.

When drug cases happen in the campus, teachers, discipline and counselling staff and school social workers would be the first to get into contact with students. According to the past experience, the earlier the provision of intervention services, the more effective assistance can be provided to the students to deal with their drug problems. In any event, drugs are a sensitive topic to school and the drug taking students themselves. Therefore, teachers, discipline and counselling staff and school social workers must protect the students' privacy when handling drug related cases; teachers, discipline and counselling staff and school social workers also need to be sensitive to the emotions of other students and parents who are not involved in the drug related cases, in order to protect the interests of the school, the students and the parents.

This Kit aim to identify and handle drug cases found on school campus. This kit not only provides guidelines to schools, it also provides practical work recommendations to teachers, discipline and counselling staff and school social workers to identify drug taking students at an earlier stage, and set to provide them with appropriate follow-up services.

Guiding Principles on Identification:

- Teachers and the school social workers should care for the needs of the students, and identify students who are drug takers at an earlier stage
- Schools should provide more trainings to staff, so that they can identify students who are drug takers at an earlier stage

Guiding Principles on Management:

- Schools should ensure that students enjoy the right to education. They should not expel the students any time they wish
- Teachers and school social workers should work closely and handle student drug taking problems together
- When handling student drug taking problems, students' benefits should be of the utmost importance

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1. Identification

1.1 Fact Sheet about Drugs

Narcotics Analgesics

Substance	Common Name	Meaning / Name of Drugs	Effects of Abuse
Heroin	"White powder", "4 Gor", "No.4", "Fen", "Fui", "American money", "HK money"	Heroin (No. 4 is pure Heroin)	1. Dependence 2. Drowsiness 3. Respiratory depression 4. Nausea 5. Withdrawal syndrome: watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, chills, sweating, cramps
Didipanone (Wellconal)	Red Physeptone	Physeptone	
Methadone	"Mug Gua Jup"	Methadone	
Physeptone	"Fan Suan Jai", "White Physeptone"	Physeptone	
Morphine Ampoule	Morphine Ampoule		
Opium	"Suk Go", "Fuk Sau Go"		

Hallucinogens

Substance	Common Name	Meaning / Name of Drugs	Effects of Abuse
Cannabis	"Marijuana", "pot", "grass", "hash", "joint", "Ngau Ngau"	Cannabis	1. Disoriented behaviour 2. Impaired judgement 3. Bronchitis 4. Conjunctivitis 5. Endocrine disorders
Cannabis Resin	"Dai Ma Jing"		
LSD	"Black Sesame", "Fing Ba"		1. Disoriented behaviour 2. Impaired judgement 3. Nausea and vomiting 4. Increased pulse rate and elevated blood pressure

Depressants

Substance	Common Name	Meaning / Name of Drugs	Effects of Abuse
Barbiturates: Amylobarbitone	“Hong Chung”	Seconarbital (Seconal)	1. Dependence 2. Slurred speech
Butobarbitone (Soneryl)		Amobarbital (Amytal)	3. Disorientation 4. Impaired memory and thinking
Quinalbarbitone (Secobarbitol)	“Lily 40”	Barbituric Acid	5. Depression or mood swings
Methaqualone(Mandra x)	“Fak Duck”, “Tong Jai”, MX, “Ba Ban”	Methaqualone (Normi-Nox)	6. Toxic psychosis 7. Sleep disorder 8. Liver and kidney damage
Gamma Hydroxybutyric Acid (GHB)	“G”, “G-Water”, "Liquid Ecstasy", "Liquid X", "Liquid E", "GHB"	GHB	1. Drowsiness 2. Nausea 3. Visual disturbance 4. Unconsciousness 5. Seizures 6. Severe respiratory depression 7. Coma

Stimulants

Substance	Common Name	Meaning / Name of Drugs	Effects of Abuse
Amphetamines:	“Yaba”, “Ma Gu”	Amphetamines	1. Insomnia 2. Depression
Methylamphetamine	“Ice”, “Bing Tong”, “Bing Fai”		3. Toxic psychosis 4. Loss of appetite
α - α Phentermine (Duromine, Redusa, Mirapront)	“Dai Lick Yuen”		5. Heart and kidney failure 6. Frostbite
Cocaine	“Coke”, "crack", "flake", "snow", "stardust", “Cocaine”	Cocaine	1. Agitation 2. Feelings of persecution 3. Extra sensibility, especially to noise 4. Mood swings 5. Affected memory 6. Damage to sensory tissues of nose 7. Impotence 8. Delirium 9. Death
MDMA (Ecstasy)	"Ecstasy", “Kwong Hei”, “Mong Ngor”, "E", “Fai Lock Yuen”, “Lok Wu Dip”, "XTC", "Adam", “Fing Tou”	MDMA	1. Dehydration 2. Exhaustion 3. Muscle breakdown 4. Overheating 5. Convulsion 6. Collapse

Tranquillizers

Substance	Common Name	Meaning / Name of Drugs	Effects of Abuse
Benzodiazepines:	“Luk Dou Jai”, “Uk Jai”		1. Dependence
Chlordiazepoxide (Librium, Librax)			2. Drowsiness
Diazepam (Valium)	“Lo Si 5”, “Lo Si 10”, “Fan Ling”, “On Ding”, “Valium”	Diazepam (Valium)	3. Dizziness
Estazolam			4. Sedation
Flunitrazepam (Rohypnol)	FM2, Date Rape Pill, Cross, 615, 815	Flunitrazepam (Rohypnol)	5. Depression
Nimetazepam (Erimin)	Blue Gremlin		6. Hostility
Nimetazepam	“Give me five”, “Ng Chai”, “Wong Fei Hung”		7. In-coordination
Triazolam	“Bak Gua Zi”		8. Ataxia
Triazolam (Halcion)	“Blue Gremlin”		9. Foetal abnormalities
Zopiclone (Imovane, Genclone)	“Bak Gua Zi”		10. Loss of memory
			11. Impaired cognitive and neuromotor functioning

Others

Substance	Common Name	Meaning / Name of Drugs	Effects of Abuse
Ketamine	"K Jai", "Carman", "Special K", "K", "Kit Kat", "vitamin K"	Ketamine	<ol style="list-style-type: none"> 1. Slurred speech 2. Impaired long-term memory & cognitive difficulties 3. Impaired motor function 4. Deficiency in motor coordination and impairment in executive function 5. Respiratory/ heart problems 6. Tolerance/ dependence 7. Marked discomfort in passing urine, reduced bladder volume, frequent visits to toilet, incontinence, renal failure
Codeine	"Codeine", "Cough Syrup", "Lo Lo Luen", "Robo", "DXM"		<ol style="list-style-type: none"> 1. Dependence 2. Respiratory depression 3. Toxic psychosis
Dextromethorphan	"DM Pills", "Wong Dau Jai", "O Jai"		<ol style="list-style-type: none"> 4. Constipation 5. Loss of appetite 6. Dizziness
Alcohol			<ol style="list-style-type: none"> 1. Dependence 2. Liver damage 3. Toxic neurologic damage
Tobacco			<ol style="list-style-type: none"> 1. Habituation 2. Lung damage
Organic Solvents			<ol style="list-style-type: none"> 1. Impaired perception 2. Loss of coordination and judgement 3. Respiratory depression and brain damage

Other terminology related to drugs

Terminology	Meaning / Name of Drugs
Yan Wo	A hybrid of "Cross" and "Fak Duck"
"Yak Yurk", "Ka Yurk"	Generally means "taking drugs"
"Ma Yi Dan"	Means high purity drugs
"Da Guan", "Zou Shui Lu"	Means injecting drugs through the blood vessels
"Ou San Chai"	The pain of cramps when rehabilitating from drugs
"Lian Dan"	Taking Superglue or Organic Solvents

1.2 Harmful Effects of Drugs on the Body and Criminal Liability

The effect of taking drugs is long lasting to the human body. Different drugs can cause varying degrees of harm to the human body. Here is a list of the most common instant responses demonstrated by students who take the 4 kinds of drugs, and the harm caused to the body.

K (Ketamine)

Instant Response:

- Loss of body coordination; inability to stand up properly
- Slurred speech, blurry eyesight
- Overdose would lead to delirium and dizziness
- Nose bleeding or frequent runny nose due to nasal membrane damage

Harmful Effects to the body:

- Slurred speech
- Sedative-hypnosis
- Analgesic effect
- Hallucination
- Drowsiness
- Nausea
- Depression
- Impaired long-term memory and cognitive difficulties
- Impaired motor function
- Respiratory / heart problems
- Tolerance / physiological and psychological dependence
- Impaired bladder function

MDMA (Ecstasy)

Instant Response:

- Loss of inhibition
- Overfriendly
- Uncontrollable grinding of teeth or chewing gums non-stop

Harmful Effects to the body:

- Relate to over-exercise, which leads to dehydration, exhaustion, muscle breakdown, over-heating of the body and eventually convulsion or collapse
- Insomnia
- Lead to unpleasant and frightening experiences
- Cause of sudden death from respiratory failure
- Cause renal and liver failure

- Neural cell damage

Ice (Amphetamines)

Instant Response:

- High spirited and talkative
- Dryness of mouthful and foul breathe, rashes on the face and body
- Thin body due to loss of appetite
- Unusual wounds on the fingers or tongue (scalding)

Harmful Effects to the body:

- Restlessness
- Inability to sleep
- Dizziness
- An increase or decrease in sexual desire
- Reduced appetite
- Talkativeness
- Agitation
- Chest pains
- Fever
- Permanent inability to sleep
- Anxiety and tension
- Nutritional disorders owing to depressed appetite
- High blood pressure
- Rapid and irregular heart beat
- Skin rash
- Hallucination and feeling of persecution which lead to violent behaviour
- Tolerance/ dependence
- Panic and mental disorder

Cannabis

Instant Response:

- Speaks loudly
- Laughing controllably
- Reddening of the eyes and dryness of mouth
- Exceptionally good appetite

Harmful Effects to the body:

- Have reduced concentration and impaired memory and judgement
- Show reduced ability to process information or perform complicated activities
- Show inability to balance, especially when standing
- Have a more rapid heart rate, increased appetite, dryness of mouth and throat
- Depression and extreme suspicion of others
- Nervousness, irritability and short temper
- Bronchitis
- Conjunctivitis

Drug abusers not only need to suffer from irreparable loss to the body, they also need to face criminal liabilities. According to the laws of Hong Kong, taking, possessing and trafficking drugs are illegal activities. The tables below show the Hong Kong laws relating to drugs, and the maximum sentences drug abusers need to face.

1. Laws Contravened by Drug Related Activities

Activity	Ordinance contravened
Possession or consumption of drugs	S.8 of Dangerous Drugs Ordinance Possession of dangerous drug otherwise than for trafficking, and consumption of dangerous drug
Trafficking in drugs	S.4 of Dangerous Drugs Ordinance Trafficking in dangerous drug
Manufacture of dangerous drugs	S.6 of Dangerous Drugs Ordinance Manufacture of dangerous drug
Possession of pipes, equipment, etc	S.36 of Dangerous Drugs Ordinance Possession of pipes, equipment, etc.

An interesting thing to note is that in the Ordinance, trafficking means, “Importing, Exporting, Procuring, Supplying, Dealing in or Handling, Manufacturing and Possessing dangerous drugs”. Hence, the supplying of drugs to other students, notwithstanding there is no money involved in the transaction, is also a contravention to the laws.

2. Maximum Sentence of the Drug Related Legislation

Activity	Fine	Imprisonment
Possession or consumption of drug	HK\$ 1,000,000	7 Years
Trafficking in drug	HK\$ 5,000,000	Life imprisonment
Manufacture of dangerous drug	HK\$ 5,000,000	Life imprisonment
Possession of pipes, equipment, etc.	HK\$ 10,000	3 Years

According to the sentencing guidelines handed down by the Court of Appeal that became effective in June 2008, the sentencing terms of trafficking in dangerous drugs (ketamine, ecstasy type of drugs) are as follows:

Weight	Imprisonment Terms
Less than 1 gram	Depend on the court's discretion
1 to 10 grams	2 to 4 Years
10 to 50 grams	4 to 6 Years
50 to 300 grams	6 to 9 Years
300 to 600 grams	9 to 12 Years
600 to 1000 grams	12 to 14 Years
1000 grams	More than 14 Years

*1 teaspoon is approximately 5 grams

If students are related in drug related criminal activities, the usual criminal prosecution procedures are as follows:

Police Arrest

- Arrest by Police / Investigation → Police Bail / Detained
- Government Chemist analyse the content of the suspected drugs
- If there is sufficient evidence → Police lay charges → Continue to Bail Out / Detained pending trial
- If there is sufficient evidence → Police offer Police Superintendent's Discretion

Court Trial

- Mention → Plead Guilty → Convicted as Charged → Court Bail (pending Probation Officer's Report / Drug Addiction Training Centre Report) → Sentence
- Mention → Plead Not Guilty → Trial → Convicted after Trial → Court Bail (pending Probation Officer's Report / Drug Addiction Training Centre Report) → Sentence

Police Superintendent's Discretion:

- When a juvenile offender under the age of 18 has committed an offence, and there is sufficient evidence to charge him /her with the offence, police may take prosecution action like a normal case and take the juvenile offender to the Juvenile Court.
- Another way to deal with the case is for a police officer of the rank of Superintendent or above to exercise discretion to issue a caution to the juvenile offender, instead of taking him /her to the Juvenile Court. The juvenile offender to whom the caution was administered must be put under Police's supervision for a period of two years or until he / she reach the age of 18, whichever is shorter.
- To decide whether the case is suitable to be dealt with by way of SP's Discretion, the following factors must be considered:
 1. The evidence available is sufficient to support a prosecution;
 2. The offender voluntarily and unequivocally admits the offence;
 3. The offender and his/her parents or guardians agree to the cautioning;
 4. The nature, seriousness and prevalence of the offence;
 5. The offender's previous criminal record;
 6. Attitude of the offender's parents or guardians; and
 7. The attitude of the complainant.

1.3 Reasons for Students to Take Drugs

Students taking drugs is a very complicated issue. We have to clearly understand the reasons why students take drugs in order to effectively combat the problem. There are many reasons as to why students take drugs. According to the investigation conducted by the Narcotics Division of the Security Bureau, in 2008, the main reasons for reported drug takers under 21 years old to take drugs are as follows:

Reasons	Percentage
Peer influence / To identify with peers	61.4%
Curiosity	49.9%
Relief of Boredom / Depression / Anxiety	40.5%
To seek euphoria or sensory satisfaction	28.8%
Avoid discomfort of its absence	13.6%

- Note:
- 1 The data excludes those individuals who are non-reported drug users
 - 2 More than one reason for current drug use may be reported for each individual reported drug abuser.

Apart from the above reasons, the risk factors presented in Booklet 2 of this Resources Kit are also important factors that influenced students to take drugs. The risks are succinctly listed as follows:

1. Personal Factors	<ul style="list-style-type: none">● Inability to deal with pressure● Lack of self-esteem● Lack of purpose in life● Underestimating drugs, Over-estimating Self
2. Family Factors	<ul style="list-style-type: none">● Parents cannot effectively monitor and discipline their children● Poor parent-child relationships● Unstable family structure
3. Peer Factors	<ul style="list-style-type: none">● Bad peer influence
4. School Factors	<ul style="list-style-type: none">● Lack of self accomplishment in their studies● Lack of care● Lack of support
5. Community Factors	<ul style="list-style-type: none">● Complex and poor community environment

1.4 Special Characterization and Guide to Students Taking Drugs

1.4.1 Identification

In order to effectively help drug taking students to kick their habits, the government's current Trial Scheme on School Drug Testing has been implemented. The main purpose of the Trial Scheme on School Drug Testing is to prevent students from taking drugs and assist students to stay away from drugs. In terms of prevention, the scheme hopes to reinforce the determination of students who are not already taking drugs to continue to stay away from drugs. Even in face of peers persuading them to try drugs, these students would firmly say "No" to the invitation, and prevent drugs from spreading in the campus. In terms of providing assistance to the students, the scheme hopes to trigger students who are taking drugs (in particular, those students who have only recently started to take drugs) to kick their drug habits and to seek assistance. This is to ensure students receive appropriate support services and start rehabilitation.

In addition, teachers are loaded with work. Apart from delivering classes to students, teachers have to prepare for class and handle the administrative work for schools. Teachers need to assist in the organization of activities, etc. Therefore, teachers do not have sufficient opportunity to decide whether the students who doze in class, or the students who do not pay attention in class, or students who are incoherent with their speech, are taking drugs. However, if the teachers of all subjects can exchange information, they would be able to know about the students at different stages. Teachers can make enquiries, observe, listen and detect whether their students are taking drugs, and provide support:

Enquiries:

1. Background

- Sudden change in family structure
- Being neglect at home
- Broken family
- Low family social level
- Parents are former drug takers or have habits of taking drugs
- Parents are suffering from psychological illnesses
- Family members have positive perspectives to taking drugs
- The factors above may increase the risk of young people taking drugs

Observe, Listen and Detect:

2. Behaviour Patterns

- Late for home, staying outside for exceptionally long period, run away from home
- Staying in own room, isolating from family members, secretive behaviour
- Personal hygiene pattern changed
- Antisocial behaviour (e.g. violence, impulsive, angry)
- Staying away from family members and friends, isolating oneself
- Always staying with friends from outside schools, and seldom staying with fellow students
- Have friends who take drugs

3. Appearance and General Health Conditions

- Red eyes, runny nose, powder around the nose, decayed teeth
- Poor appetite, sudden change in body / appearance, increase or decrease in body weight within a short period
- Sleepy / Dozing, glazed eyes
- Sensitive skin, easily broken
- Strong smell of cigarette or chemical smell from body

4. Emotional and Psychological State

- Marked changes in psychological state (e.g. restless, easily nervous, depressed, suspicious)
- Emotionally unstable, fluctuation, aggressive, agitated, or depressed
- Hallucination, auditory hallucination

5. Performance in school

- Abrupt changes in school functioning, e.g. falling school grade or conduct, missing classes or school days
- Low concentration in class and in study
- Dull facial expression, slow response, sleepy
- Slurred speech when answering questions, loss of bodily coordination, unable to stand up properly
- Dilated pupil, unable to concentrate in class
- Marked deterioration in physical / mental capacity
- Borrowing money from classmates, stealing
- Bring a lot of money to school

6. Leisure and Recreation

- Abrupt changes in hobbies or interests
- No interests, or inert
- Unexplained cash, new items or clothing

- Always asking for money, or even stealing money / items from home / friends
- Going to some high-risk spots, e.g. discos, rave parties, or game centres

7. Presence of signs of drug use and behaviour

- Strange equipment: pills, medicine bottle, needle, tin foil, spoons, straw
- Wear sun-glasses inappropriately to hide dilated or constricted pupil
- Wear long sleeves inappropriately to hide needle mark and rashes
- Strange smell from body, always scratch oneself
- Serious decayed teeth (common after effect of abusing cough syrup)
- Usage of drug terminologies or street names

Teachers can talk to students or their fellow students and observe whether the students use special terms / terminologies.

Excerpt from “Protocol of Screening and Assessment of Polydrug Abusers”. Please visit the Narcotics Division of the Security Bureau to download the most current version: <http://www.nd.gov.hk>

Adolescent drug users / abusers do not usually seek help by themselves. Instead, they are often referred by their significant others who may have observed some symptoms / signs already. Warning signs of drug use are detectable by parents / close family members at home, by teachers at school, or by peers / classmates at school or at leisure. Such warning signs are an indication that the student may be taking drugs, delinquent behaviour, or other problems.

When the students’ significant others, e.g. parents, school social workers and teachers do observe a number of drug taking signs, they can persuade the students to receive further assessment by professionals. If assessment or intervention can be conducted earlier, there would be greater chance of success, as well as reduced detrimental impact on the individual, family or society.

Below are some warning signs of adolescent drug use / taking that can be detected by social workers and / or parents, teachers, and peers respectively.

	Parents	Teachers	Peers
<u>Behaviour Patterns</u>			
- Late for home, staying outside for exceptionally long period, run away from home	*		
- Staying in own room, isolating from family members, secretive behavior	*		
- At odds with family	*		
- No appetite, sudden physical changes, losing / gaining weight within a short period of time	*		*
- Personal hygiene pattern changed	*	*	*
- Antisocial behavior	*	*	*
<u>Emotional and Psychological State</u>			
- Emotionally unstable, aggressive, agitated, or depressed	*	*	*
- Always put the blame on others	*	*	*
- Marked changes in psychological state (easily nervous, restless)	*	*	*
<u>Family Systems</u>			
- Abrupt changes in family functioning	*		
<u>Performance in schools</u>			
- Abrupt changes in school functioning, e.g. falling school grade or conduct, missing classes or school days		*	*
- Low concentration in class and in study		*	*
- Bring a lot of money to school		*	*
- Asking money from classmates			*
- Absent from work without reason, late/ leave early			*
<u>Leisure and Recreation</u>			
- Abrupt changes in hobbies or interests	*	*	*
- No interests, or inert	*	*	*
- Secretive communication with friends	*		*
- Unexplained cash, new items or clothing	*		*
- Always asking for money, or even stealing money / items from home / friends	*		*
- Going to some high-risk spots, e.g. discos, rave parties, or games centres	*		*
<u>Presence of signs of drug use</u>			
- Strange equipment: pills, medicine bottle, needle, tin foil, spoons, straw	*	*	*
- Wear sun-glasses inappropriately to hide dilated or constricted pupil	*	*	*
- Wear long sleeves inappropriately to hide needle mark	*	*	*
- Strange smell from body, always scratch oneself	*	*	*
- Serious decayed teeth	*	*	*

In order to have a better understanding of the nature and scope of the students presenting problems, teachers may attempt to make a quick enquiry from the students as well as parents, fellow students or peers, whenever possible.

The aim of this screening interview is to get brief information on any notable problems (including drug use / abuse) as reported by the informant. Hence, teachers may quickly investigate the following 9 domains by briefly asking:

- Are you aware of any problems on your....? or
- Are you aware of / have you noticed any problem on the?

Domains:

1. Drug use / abuse (e.g. signs of drug use, patterns of use, reasons for use)
2. Behaviour patterns (e.g. deviant behaviour, involvement in crimes)
3. Health status (e.g. major illness, recent physical health problems)
4. Emotional and psychological state (e.g. depression, suicidal ideation or attempts)
5. Family system (e.g. family substance use, family chaos)
6. School adjustment (e.g. falling school grade, truancy)
7. Social skills (e.g. poor communication skills, withdrawn)
8. Peer relationship (e.g. substance using peers)
9. Leisure / Recreation (e.g. rave parties)

For example: Teachers can make use of the directions / questions below to know whether the Students are taking drugs:

- Carefully observe: runny nose, slurred speech, slow response, sensitive skin, powder at tip of nose
- Caring:
 - “You seem to be really tired these days, are you feeling unwell?”
 - “Your academic results has fallen recently, do you understand the curriculum?”
- Details of life: To understand the Students’ life at school, Bobbies and entertainment, family life, etc.
- Understanding of drugs: “I think the ecstasy / K are selling at \$100 per bag”
- Despising drug problems: “Do you think people will not be affected after taking drugs?”
- Drug taker friends: “Do you know people who take drugs?”

In fact, we should not use isolated behaviour and signs to judge whether students are taking drugs. If we detect that the students show a number of behaviours and signs as presented in the assessment above, we need to adopt a caring attitude to understand the needs of the student, and provide timely assistance to the students at an earlier stage.

1.4.2 Questionnaire and Guide

Assessment Form: Teachers

If teachers detect the following situations in their students, they can talk to the students at an appropriate time, and provide support to students at an earlier stage.

Place a “√” in the box if the statement best describes the situation.

1. Academic

- Low concentration / Dozing in Class, unable to concentrate in class
- Deteriorating memory capacity
- Unable to concentrate at work or studies

2. Emotional

- Emotion disorder / unpredictable temper / irritation / depression
- Slow and dull response / easily angered
- Sudden burst of energy / lost control

3. Behaviour / Living Habits

- Frequently drinking large volume of clean water / cold drinks for no reasons
- Strange behaviour
- Always wear long sleeves / strange needle marks on the body

4. Physical

- Auditory hallucination, hallucination
- Unexplained rashes on the body
- Sudden increase / decrease of body weight
- Always hiding in the toilet / diuresis
- Frequent nose bleeding / runny nose for no reason

5. Possession of Items

- Possession of strange powder substance / pills / medicine bottle / tin foil / hand-roll cigarettes / medicine plastic bags
- Possession of thinner containers, e.g. glass bottle / cotton balls / kitchen paper
- Possession of fruit juice carton box with 2 straws attached
- Possession of cigarette butts with strange odour

6. Language Expression

- Slurred speech
- Giving slow verbal responses
- Usage of drug street names or terminologies, e.g. Cold Stuff, Ngau Ngau,

If students demonstrate the above characteristics, this does not necessarily mean they are taking drugs. Teachers need to raise their alertness and provide care for the students if they detect students demonstrating more than 1 of the above behaviours or symptoms. If necessary, teachers should conduct further assessments on the students. At the same time, teachers should avoid labelling the students. Even though teachers may suspect students of taking drugs, they should try to understand the students' condition by caring for them, and referring them to the discipline and counselling teachers or school social workers for follow-ups.

Assessment Form: School Social Workers

If school social workers suspect students of taking drugs, they can assess the Students' performance using the form below.

Place a “√” in the box if the Statement best describes the situation.

1. Family Background

- Sudden change in family structure
- Being neglect at home
- Broken family
- Low family social level
- Parents are former drug takers or have habits of taking drugs
- Parents are suffering from psychological illnesses
- Family members have positive perspectives to taking drugs

2. Behaviour Patterns

- Late for home, staying outside for exceptionally long period, run away from home
- Staying in own room, isolating from family members, secretive behaviour
- Personal hygiene pattern changed
- Antisocial behaviour (e.g. violence, impulsive, angry)
- Staying away from family members and friends, isolating oneself
- Always staying with friends from outside schools, and seldom staying with fellow Students
- Have friends who take drugs

3. Appearance and General Health Conditions

- Red eye, runny nose, powder around the nose, decayed teeth
- Sleepy / Dozing, glazed eyes
- Slurred speech
- Poor appetite, sudden change in body / appearance, increase or decrease in body weight within a short period
- Sensitive skin, easily broken
- Strong smell of cigarette or chemical smell from body

4. Emotional and Psychological State
 - Marked changes in psychological state (e.g. restless, easily nervous)
 - Emotionally unstable, fluctuation, aggressive, agitated, or depressed
 - Hallucination, auditory hallucination

5. Performances in schools
 - Abrupt changes in school functioning, e.g. falling school grade or conduct, missing classes or school days
 - Low concentration in class and in study
 - Dull facial expression, slow response, sleepy
 - Slurred speech when answering questions, loss of bodily coordination, unable to stand up properly
 - Dilated pupil, unable to concentrate in class
 - Marked deterioration in physical / mental capacity
 - Borrowing money from classmates, stealing
 - Bring a lot of money to school

6. Leisure and Recreation
 - Abrupt changes in hobbies or interests
 - No interests, or inert
 - Unexplained cash, new items or clothing
 - Always asking for money, or even stealing money/items from home/ friends
 - Going to some high-risk spots, e.g. discos, rave parties, or games centres

7. Presence of signs of drug use and Behaviour
 - Possession of special equipment and tools(e.g.pills, medicine bottle, spoons, straw, coloured paper, small plastic bags, cards)
 - Wear sun-glasses inappropriately to hide dilated or constricted pupil
 - Wear long sleeves inappropriately to hide needle mark
 - Strange smell from body, always scratch oneself
 - Serious decayed teeth (common after effect of abusing cough syrup)

If students demonstrate the above characteristics, this does not necessarily mean they are taking drugs. School Social Workers need to raise their alertness and provide care for the Students if they detect Students demonstrating more than 1 of the above behaviours or symptoms. If necessary, School Social Workers should conduct further assessments on the Students.

2. Management

2.1 Mechanism to Handle Drugs on Campus

2.1.1 School Crisis Management Team

Drugs on the school campus are uniquely different from other matters. Given that society is sensitive to drug matters relating to students, all parties would show high level of concern over the matter. Therefore, schools must maintain a cautious attitude when handling the matter.

Objectives:

- Managing Crisis
- Public announcement

Members:

Given that drugs on the school campus are sensitive issues, it is recommended that the Crisis Management Team should only involve a limited number of people when dealing with drug related cases. This is to ensure the privacy of the students involved.

It is recommended that the members of the team should include:

- The Principal
- Discipline and Counselling Teacher
- Class teacher / teachers who know the students involved well
- School Social Worker
- Consult Police School Liaison Officers and other professions if necessary

Tips:

Drugs on the school campus are sensitive issues. Schools and related parties should ensure that the Students' privacy is protected. In addition, schools and related parties should provide appropriate assistance to the students.

Functions of the Team:

- Discuss whether to include appropriate persons (e.g. Parents and Drug Rehabilitation Organizations) when performing follow-up activities, so that the team can effectively assist students to kick their habits
- Whether the schools need to make public announcement of the matter. If necessary, a team member should be appointed to be the spokesperson of the team. Regular press release could be made when necessary to avoid faulty reports being made to decrease the trouble of the remedial work.
- Should the news be spread to the general public, and media is already making reports, the team should arrange for measures to calm the emotions of teachers, students and parents; and to give an account to the parents.

Things to Note:

- In any event, schools should aim to protect the students' right to education; schools should not expel students from schools
- Schools should adopt an attitude to assist students, and not to employ harsh means to discipline the students
- Schools should decide on the number of members on the Crisis Management Team with reference to the facts of each of the individual matters. If necessary, schools can appoint the same teacher or the same person to assume different functions and roles at the same time. For example, appoint the School Social Worker to liaise with the parents and the community

How the Crisis Management Team can follow-up on Students Drug Taking Incidents

After the crisis had been settled by the Crisis Management Team, the team should continue to assist students in dealing with their drug taking problems. Schools should use the Education Bureau Circular No 1/2009 as a reference.

Objectives:

- To ensure students can exercise their right to continue their education
- To assist students to handle drug taking problems
- To understand the needs of students and to resolve the problems with the major aim to assist drug taking students

Members:

- Persons recommended by the Crisis Management Team
- Recommended persons must include School Social Workers

Matters to be discussed by the Team:

- When following up the matter, the group should implement the most appropriate follow-up plan for students with reference to the unique case
- Rehabilitation Plans can include:
 - Organize professional counselling sessions for students, and to better understand their needs and confusion
 - Organize appropriate extra-curricular activities for students, so that students can adopt positive and healthy hobbies
 - Organise School / Out-of-School Mentoring Programmes for Students, to reinforce their sense of belonging to the school
 - Assist students to set up their goals of life, and to encourage students to employ active and workable means to achieve their goals
 - Strengthen the relationships between the students and their family members to assist them to stay away from bad temptations

Things to Note:

- In any event, schools should aim to protect the students' right to education; schools should not expel students from schools.
- Schools should adopt an attitude to assist students, and not to employ harsh means to discipline the students.
- Schools should ensure the protection of privacy of the students involved, and their family members, and handle sensitive information with care.

Tips:

School should respect the rights to study of students, they should not expel students from school.

2.1.2 Roles and Functions of the School Crisis Management Team

In accordance with the “School Crisis Management” Booklet published by the Education Bureau, the roles and functions of the Team members of the Crisis Management Team are as follows: Excerpts from the “School Crisis Management Booklet”. Please visit the Education Bureau website <http://www.edb.gov.hk> to download the latest version.

Team Leader

Crisis Management Team	Drug Related Matters
Roles	
<ul style="list-style-type: none"> - Leads the Team Members to plan response for crisis - Makes important decisions in handling crisis - Supervises and coordinates crisis management 	<p>It is suggested that the Principal / Vice Principal should assume the role of the Team Leader</p>
Functions	
<ul style="list-style-type: none"> - Verifies the truth of the information. If necessary, contact the families of the students and the police - Should person other than the Principal assumes the role of the Team Leader, the person should maintain close contacts with the Principal to discuss arrangement for intervention work - Informs and seeks assistance from the Regional Education Office and other organizations - Calls a Crisis Management Team meeting and commence the Crisis Management Procedure - Discusses with Staff Liaison Officer to provide support to teachers - Discusses with Parent Liaison Officer to provide support to parents - Prepares for media enquiries - Reviews the crisis plan after the Crisis 	<p>Please refer to the flowchart for different situations</p>

Staff Liaison Member

Crisis Management Team	Drug Related Matters
Roles	
<ul style="list-style-type: none">- Coordinates the support for staff in handling the crisis	It is suggested that the Discipline and Counselling Teacher should assume the role of the Staff Liaison Member
Functions	
<ul style="list-style-type: none">- Keeps and distributes the phone numbers and record forms and facilitate use of them when necessary- Arranges and assists the Principal in conducting staff debriefing meetings- Updates crisis information for staff- Arranges for manpower to support Class Teachers prior to the Special Home Form Teacher Assemblies- Prepares and distributes material for the Special Class Teacher Periods- Pays attention to the Special Class Teacher Periods- , and assists when necessary	

Parent Liaison Member

Crisis Management Team	Drug Related Matters
Roles	
<ul style="list-style-type: none">- Coordinates support for the students' families- Coordinates the communication with parents	It is suggested that the school social worker or discipline and counselling teacher should assume the role of the Parent Liaison Member
Functions	
<ul style="list-style-type: none">- Contacts the students' families and provides remedial support- Contacts the families of students who are affected- Prepares and distributes circulars to parents- Arranges for parents' enquiries to be answered. If necessary, hosts a briefing session for parents	

Community Liaison Member

Crisis Management Team

Drug Related Matters

Roles

- Coordinates with outside resources to provide support to school, staff and students
- It is suggested that the School Social Worker should assume the role of the Community Liaison Member

Functions

- Keeps and distributes the Community Resources Forms
- Familiar with the services and referral procedures of different organizations in the community
- Discusses with the Staff Liaison Member, the Parent Liaison Member, the school social workers and Educational Psychologists whether external assistance is needed
- Refers or assists in the referral of students, staff or parents in need to seek appropriate external support services
- Maintaining contacts with the related organizations after referrals are made, so that appropriate collaborations and follow-up support services can be supplied at school

School Social Workers / Discipline and Counselling Teachers

Crisis Management Team	Drug Related Matters
Roles	
<ul style="list-style-type: none"> - Supports School in crisis management, in particular, in counselling the staff, students and parents 	<p>It is suggested that the school social Worker /discipline and counselling teacher be responsible for this role</p>
Functions	
<ul style="list-style-type: none"> - Works closely with other external organizations to arrange or provide urgent counselling sessions to students and staff in need, and assists in the referral to appropriate follow-up services - Assists teachers in special Class Teacher Periods - Assists in the provision of emotional counselling sessions to Staff - Assists in the provision of support to parents 	<p>To provide support to students involved and their parents</p>

Educational Psychologist

Crisis Management Team	Drug Related Matters
Roles	
<ul style="list-style-type: none"> - Provides professional opinion and support to school crisis management 	<p>Provides professional opinion and support to schools / students / parents / staff when necessary</p>
Functions	
<ul style="list-style-type: none"> - Provides professional opinion and support to schools in assessing the effect of the crisis on the school, to formulate crisis plan and with the communication with third parties - Provides urgent emotional support to staff - Provides individual or group emotion counselling sessions to students and teachers in need, and assists schools in the provision of follow-up services - Prepares and assists teachers to conduct Special Class Teacher Periods 	

Other Team Members

Crisis Management Team	Drug Related Matters
Roles	
- Assists other Crisis Team members to share the workload	If necessary, teaching assistant can assume the role
Functions	
<ul style="list-style-type: none">- Organizes appropriate venue for events, and inform related staff- Assists Class Teachers to conduct Class Teacher Periods- Assists in the preparation and distribution of materials for Special Class Teacher Periods Familiar with all procedures and the locations which housed related information / forms. If necessary, provide the information / forms to the other Crisis Team members immediately- If necessary, assists other Crisis Team members to execute their functions	

2.1.3 External School Units

Not only should schools utilise their Crisis Management Team, they also need to cooperate with other External School Units with the aim of assisting students to overcome their drug problems. Here is a list of External School Units that the schools need to cooperate with:

Police School Liaison Officers

Police should maintain good relationships with teachers, school social workers and students so that the School Liaison Programme can be successful. Police Officers participate in school activities, to assist teachers and social workers to cultivate responsibilities, morality and discipline in students. The duties of the School Liaison Officers and School Liaison Officers (Secondary) include:

1. Provides professional advice to School Management on the legal consequences of misconducts by students
2. Conducts group discussions or personal discussions with at-risk students and to instil in them a sense of discipline and correct values
3. After obtaining approvals from the School Management and the parents, refers appropriate cases to cooperating organizations and schemes for follow-ups; and
4. Provides Anti-crime seminars to students to strengthen their understanding on drugs, triads and all kinds of criminal activities and to prevent them from committing crimes.

School Liaison Officers should strive to upgrade the students' knowledge on juvenile criminal acts and traps relating to young people. However, School Liaison Officers should avoid conflict of interests of their role as School Liaison Officers and as the law enforcement officers. Once a criminal activity has been detected or where there is suspected criminal activities, the Liaison Officers should adopt the Police Procedure to handle the matter(s). The School Liaison Officers and School Liaison Officers (Secondary) should not intervene the case as investigators, or assume the role of mediators between the school and the parents. They should not assume the role of the Discipline and Counselling Teachers or the School Social Workers.

Regional Education Office School Development Officer

The School Development Officers of The Regional Education Office are responsible for handling matters relating to the Schools. Schools should report to the Regional Education Office School Development Officers when there are accidents relating to their students.

District Social Welfare Officers

The Social Welfare Department is serving the territory through 11 District Social Welfare Offices, each headed by a District Social Welfare Officer (DSWO). The roles and functions of DSWOs include the following:

- Planning welfare services on a district basis to meet local community needs;
- Collaborating with District Councils, related Government departments and district organizations to facilitate the implementation of social welfare policies in the district;
- Coordinating with non-government organizations (NGOs) in the district in respect of delivery of services in meeting the welfare needs of the local community;
- Establishing a proactive social outreaching network in the district to assist the needy and the disadvantaged;
- Advocating the building of a caring community and encouraging participation of local people to help those in need through promoting volunteer service in the district; and
- Administering and coordinating the operation of the departmental service units in the district.

Central Registry of Drug Abuse of the Narcotics Division of the Security Bureau

The Registry was established in 1972. It provides statistics about the taking of drugs, to monitor changes in trends and characteristics of the drug users. The statistics serve as a reference to the setting of anti-drug strategies and plans.

The objectives of the Registry as revised in 2001 are:

- To identify trends in the nature of drug addiction and the addict population in Hong Kong with reference to the demographic characteristics of the overall population;
- To coordinate statistics from various sources for analyzing the characteristics of the reported addict population at any given time, and to contrast these characteristics among abusers reported from various sources;
- To provide a database which is responsive to requests for monitoring selected groups of drug abusers with regard to their drug abusing patterns over a period of time for research;

- To provide a basis for integrating with other drug-related statistical systems so that information in these systems can be captured and statistics related and compared; and
- To provide up-to-date statistics in a timely manner for dissemination to the public

The Registry compiles case data of drug takers regularly submitted by the law enforcement organizations, drug treatment and welfare organizations, and Universities. All data compiled by the Registry shall only be used for statistical and research purposes.

The data from the Registry is supplied by the persons involved voluntarily and submitted by the reporting organizations.

The Registry prepared and release the most current number of drug takers at each quarter of the year. All reports released only contain statistical figures with no reference to the identity of the individual drug takers.

The contents on the records of the Registry are confidential. Only persons working directly under the Registry and persons working for the Reporting Agencies who would abide by the Privacy Ordinance can gain access to the records. According to the Dangerous Drugs Ordinance (Cap 134) and Personal Data (Privacy) Ordinance (Cap 486), all information in the Registry and all information supplied by the Reporting Organizations shall be confidential.

2.2 Guidelines to Handle Drugs Related Incident on Campus

2.2.1 Students displaying drug taking behaviour

If schools suspect or know students taking drugs, schools should:

- Contact the parents and gain a deeper understanding of the situation of the students;
- Obtain opinion from the Police School Liaison Officers; and
- Obtain assistance from the persons or organizations listed below at an earlier stage, so that
- students can get appropriate counselling and follow-up services:
 - Primary School Guidance Teacher / Student Guidance Teacher / Student guidance personnel;
 - Secondary School Social Worker;
 - Organizations that provide counselling services to drug takers

2.2.2 Students displaying poisoning symptoms after taking drugs

If students display poisoning symptoms after taking drugs / harmful substance, schools should:

- Arrange for teachers or other staff to accompany the students to the hospital for treatment, and send samples of the related medication / harmful substance and their containers to the hospital for laboratory testing
- Immediately inform the parents of the students involved
- Obtain opinion from the Police School Liaison Officers; and
- Obtain assistance from the persons or organizations listed below at an earlier stage, so that students can get appropriate counselling and follow-up services:
 - Primary School Guidance Teacher / Student Guidance Teacher / student guidance personnel;
 - Secondary School Social Worker;
 - Organizations that provide counselling services to drug takers

2.2.3 Students possessing or trafficking drugs

If schools suspect students of possessing / trafficking drugs, schools should:

- Obtain opinion from the Police School Liaison Officers or contact the Police directly; and
- Notify the parents of the measures taken by the schools.

2.3 Cases on Handling Drugs Related Incident on Campus

In this section, we provide schools with different flowcharts and management principles on handling drugs on Campus for reference. Generally speaking, Campus Drugs incidents can be divided into Anonymous Cases and Known Cases.

- **Anonymous Cases**

Schools have different channels to know that there are drugs related incidents on the campus, however, the Schools have no idea about the identity of students involved in the matters.

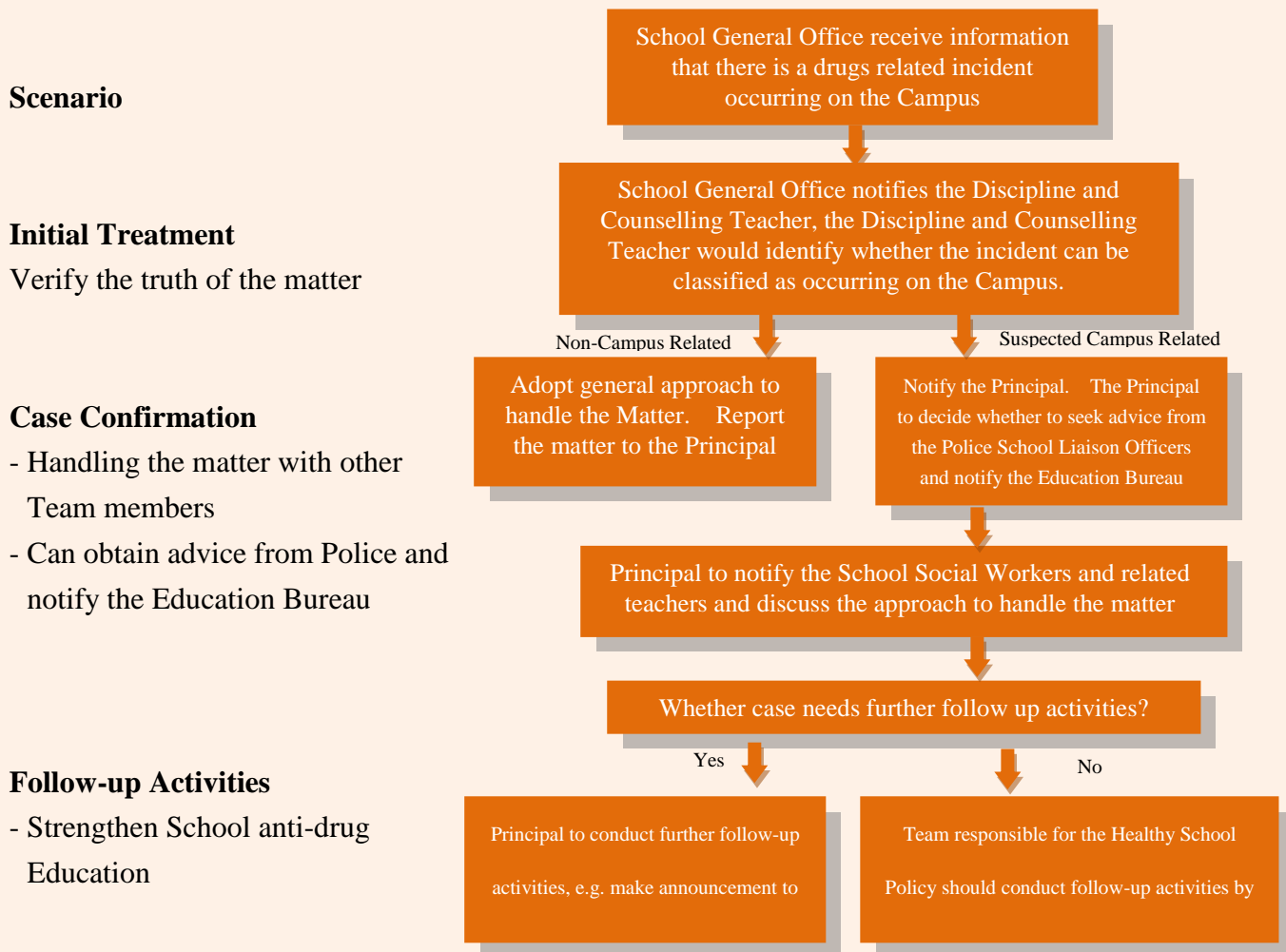
- **Known Cases**

There are drug related incidents on the Campus, and the schools know the identity of students involved in the matters. The schools should adopt special measures to deal with each of the unique cases.

2.3.1 Flowchart on the Management of Anonymous Drug Related Incident on Campus

There are many channels for schools to know there are drug related incidents occurring on the Campus. In this section, we would discuss ways on how we could handle matters relating to drugs on the Campus. The steps to handling the matters in Primary and Secondary Schools are basically the same, whereas the staff who assists the Principal to conduct counselling matters are different.

- Primary School: Student Guidance Officer / Student Guidance Teacher / Student guidance personnel
- Secondary School: School Social Worker



Things to Note:

Principal to arrange for appropriate staff to seek advice from the Police School Liaison Officers and notify the Education Bureau

Idea:

Division of work at school

2.3.2 Case Studies (Anonymous Case)

Case 1: School Janitor finding suspected drugs and suspected tools for taking drugs on Campus

Time: After Recess

The Incident and the Handling Approach:

After recess, the school janitor Ah Fong found a small plastic bag and several broken straws in the rubbish bin in the Form 3 toilets located on the 3rd Floor. Ah Fong remembered that Principal Cheung had told all staff at the Staff Conference at the beginning of the School Term that everyone must keep a look out on suspicious items. The small plastic bags that were used to contain drugs and the straws for taking drugs were listed under the List of Suspected Items. Ah Fong informed the School General Office of the incident on her walkie-talkie. The School General Office immediately informed the Discipline and Counselling Teacher of the incident. When the Discipline and Counselling Teacher Ms Lee arrived on the scene, she suspected that the small plastic bags and the broken straws were related to drug taking activities, and she hence made a report to Principal Cheung.

Principal Cheung believed the incident was related to drugs on campus, yet no student was found to be involved in the incident. He decided to adopt the process to handle drugs on Campus. Principal Cheung believed that the incident was a serious matter as the incident indicated there are students taking drugs on the Campus. He decided to invite the Discipline and Counselling Teacher Ms Lee to seek advice from the Police School Liaison Officers and to notify the Education Bureau. Then, Principal Cheung invited all the Form 3 Class Teachers and the School Social Worker Miss Law to attend a special meeting. Principal Cheung informed all meeting attendees of the incident, and requested them to pay special attention to the health condition of all their students. At the same time, Principal Cheung instructed Miss Law to arrange anti-drug seminars and to hold small group discussions for the entire school. In a way, Principal Cheung hopes that these activities can strengthen the anti-drug education at school. On the other hand, Principal Cheung hopes to identify high-risk Students and to provide them with follow-up services. In the end, Principal Cheung invited all janitors to continue to keep an eye on the School. If they detected any similar incidents occurring in the future, they should immediately inform the School General Office.

Even though Principal Cheung reckoned that this was a one-off incident, yet he thought that he should not take drug incidents related to the Campus lightly. He then recommended the School's Healthy School Policy Team to strengthen the school's Anti-drug Education effort immediately and for the coming year.

The Healthy School Policy Team conducted discussions and decided to put up notices on the walls of the toilets in the school to remind students of the harms of taking drugs. In addition, the school would adopt 3 measures to enhance the anti-drug awareness of the entire school. First, when formulating the curriculum for the following year, the Team would recommend all Subject Teachers to include anti-drug education elements in their class with reference to the anti-drug curriculum released by the Education Bureau. Second, the Team shall invite Moral and Civic Education Team to join force with the School Social Worker to arrange for Anti-drug seminars and visits the Drug Rehabilitation Centres to strengthen the students' understanding on the harmful effects of drugs. Third, the school would liaise with other organizations in the local district to provide Educational Seminars to teachers and other staff at school to reinforce the staff's alertness on drugs on the campus, and to be familiar with the support services provided by organizations in the community. Lastly, the Healthy School Policy Team decided to appoint 2 teachers to be on duty during lunch time. On one hand, the teachers can observe the students' psychological demeanour after lunch. On the other hand, this can strengthen the teachers' communication with the students.

Case 1: Suggested Handling Method

Scenario

- Janitor found suspicious item
- Informs the School General Office

Initial Treatment

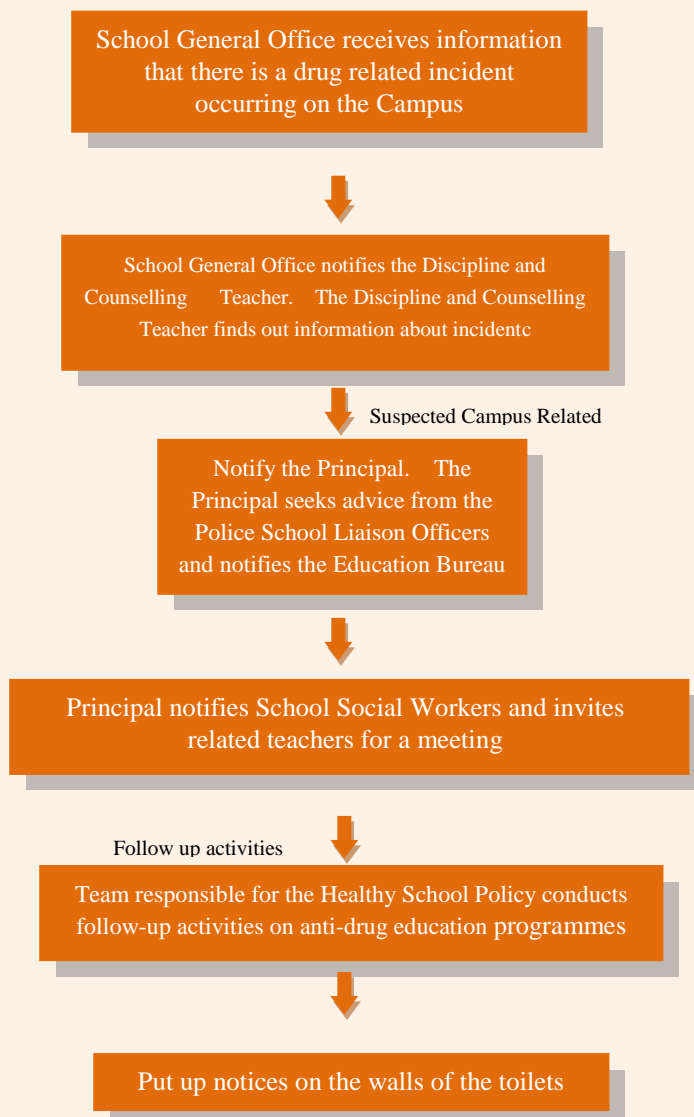
- School General Office receives report from Janitor
- School General Office informs Ms Lee
- Ms Lee suspected it was a campus-related drug incident
- Ms Lee informed Principal Cheung
- Principal Cheung seeks advice from the Police School Liaison Officers and notifies the Education Bureau

Case Confirmation

- Principal Cheung decides to hold a meeting with the Form Teachers
- Principal Cheung instructs Ms Law to organize anti-drug activities

Follow-up Activities

- Principal Cheung invites the Healthy School Policy Team to strengthen the School's anti-drug education programmes
- Put up notices on the Walls of the toilets
- Arrange seminars for teachers and staff to raise their alertness



Case 2: Member of the Public Rang to inform the Schools about Students Suspected of taking Drugs while wearing Uniforms

Time: After Lunch

The Incident and the Handling Approach:

One afternoon, the School General Office receive a phone call from a member of the public informing the school that they saw 3 of their students taking drugs while wearing uniforms in the staircase in a shopping mall near the school at lunch time. The member of the public hope the school can take this matter into consideration. The School General Office reported the matter to Principal Cheung.

After considering the matter, Principal Cheung believed he needs to seek advice from the Police School Liaison Officers and to inform the Education Bureau. Principal Cheung wishes to provide to the Police information so that the Police can conduct more frequent patrol in the mall. At the same time, Principal Cheung decided to invite the Discipline and Counselling Officer Ms Lee and the School Social Worker Ms Law to discuss the matter, and to source different channels to obtain more information about the matter. In the end, Principal Cheung decided to announce the matter to all Students. At the same time, Principal Cheung personally rang the member of the public to thank him for providing information to the school for follow-up activities and explained to him the measures adopted by the school.

At the morning assembly on the following day, Principal Cheung announced to the school about the phone call made by the member of the public. Principal Cheung openly implored to the students that they should be responsible for their health and personal development, and they should not let drugs to ruin their lives. Principal Cheung indicated to the students that the school would not single out those drug taking students but would use all means to assist the students to kick their habits. Should students need assistance, they can seek help from the School Social Worker. At the same time, Principal Cheung also appeal to the students to inform their teachers if they found fellow students involved in drug taking activities, so that the school can provide appropriate assistance to the said students.

Even though Principal Cheung reckoned that this was a one-off incident, yet he thought that he should not take drug incidents related to the Campus lightly. He then recommended the School's Healthy School Policy Team to strengthen the School's Anti-drug Education effort for the coming year.

The Healthy School Policy Team conducted discussions and decided to adopt 4 measures to enhance the anti-drug awareness of the entire School. First, when

formulating the curriculum for the following year, the Team would recommend all Subject Teachers to include anti-drug education elements in their class with reference to the anti-drug curriculum released by the Education Bureau. Second, the team shall invite Moral and Civic Education Team to join force with the School Social Worker to arrange for Anti-drug seminars and visits the Drug Rehabilitation Centres to strengthen the students' understanding on the harmful effects of drugs. Third, the School would organize with other organizations in the local district to provide Educational Seminars to teachers and other staff at school to reinforce the staff's alertness on drugs on the campus, and to be familiar with the support services provided by organizations in the community.

Case 2: Suggested Handling Method

Scenario

- School General Office receives a call from a member of the public

School General Office receives information that there is a drugs related incident occurring outside the Campus

↓ Campus Related Drug Incident

Initial Treatment

Verify the truth of the matter

Inform the Principal

Case Confirmation

- School General Office informs Principal Cheung
- Seeks advice from the Police School Liaison Officers and notifies the Education Bureau
- Principal Cheung decides to discuss with the Discipline and Counselling Teacher and Ms Law to see how they can handle the matter
- Principal Cheung implores the School
- Students in need can contact Ms Law for assistance

Principal contacts the member of the public to thank him for the information, and explained to him the measures adopted by the School

Principal seeks advice from the Police School Liaison Officers and notifies the Education Bureau and the School Social Workers. The Principal tries to exhaust different means to understand the matter, and invite relevant teachers for a meeting

↓ The matter needs follow

Principal Cheung implores the School and arranges for other follow up activities

Follow-up Activities

- Principal Cheung invites the Healthy School Policy Team to strengthen the School's anti-drug education programmes

Team responsible for the Healthy School Policy conducts follow-up activities on anti-drug education programmes

2.3.3 Students indicating they are taking drugs

Students informing the teachers that they are taking drugs

Primary School Teachers to inform the Principal of students taking drugs. The Principal shall seek advice from the Police School Liaison Officer and inform the Education Bureau and the parents. The Principal shall also organize for the Student Guidance Officer / Student Guidance Teacher / student guidance personnel to provide assistance.

Secondary School Teachers encourage the students to seek for assistance, e.g. parents or School Social Workers. If the students do not wish to seek assistance from other people, the teachers should inform the Principal and without mentioning the names of the students, so that the school and the School Social Worker can provide support to the teacher.

If the Secondary School Student is willing to seek assistance, the teacher and the School Social Worker should work together and discuss how they can assist the students with their drug problems.

The steps to handling the matter are basically the same for both Primary and Secondary Schools, yet the persons who assist the Principal to deal with the counselling work may be different.

- Primary School: Student Guidance Officer / Student Guidance Teacher / Student guidance personnel
- Secondary School: School Social Worker

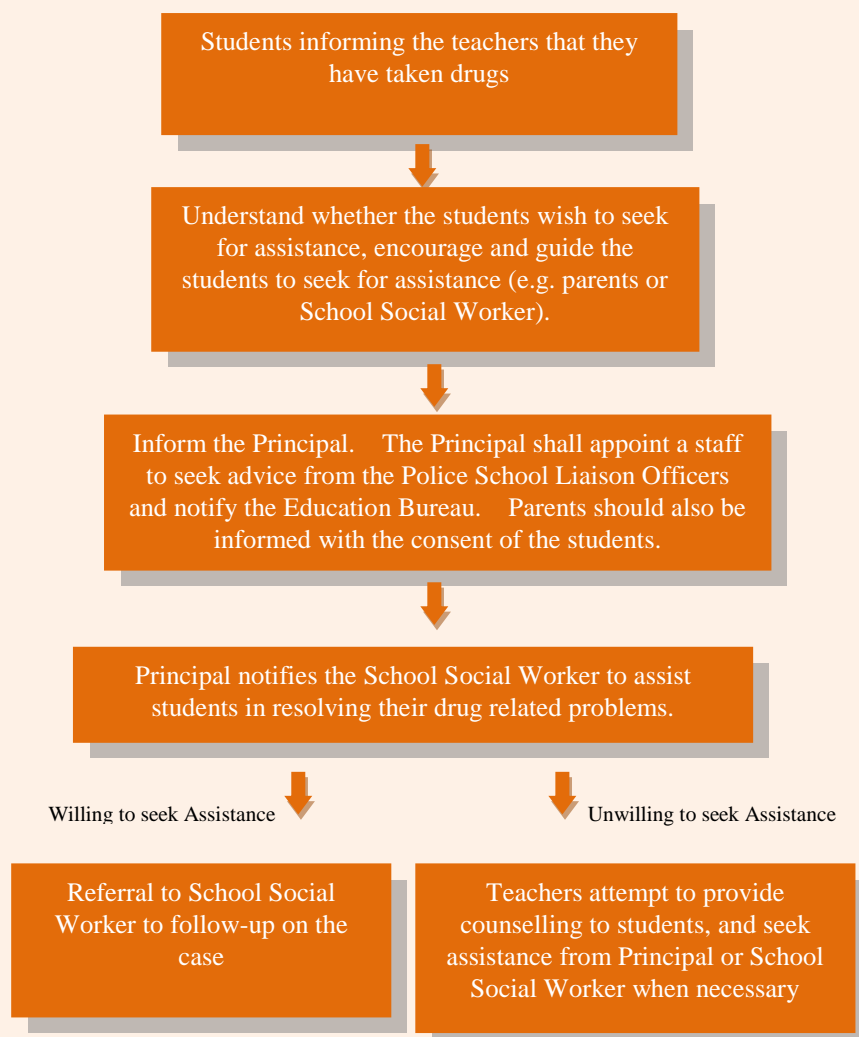
Scenario

Initial Treatment

- Encourage students to seek assistance
- Seek Advice from the Police and notify the Education Bureau
- Inform the parents

Case Confirmation

- Intervention of professional social workers / Counselling from students



Things to Note:	Idea:
- Principal to arrange for appropriate staff to seek advice from the Police School Liaison Officers and notify the Education Bureau	Division of work at School
- Teachers should encourage the students to actively face their drug problems, and seek assistance from people like their parents or School Social Workers	Seek assistance at an earlier stage
- If students are willing to seek assistance, the Principal should give flexibility for School Social Workers and teachers to work together to discuss how they can assist the students in resolving their drug problems	Avoid affecting the general counselling work and sabotaging the relationship between the teacher / School Social Worker and the students
- Schools should not guarantee to the students easily	

Students informing the Social Workers that they are taking drugs

Scenario

Students informing the Social Workers that they have taken drugs

Initial Treatment

- Understand the will of the students

Understands the scenario of the case, i.e. the Students' family

Willing to seek assistance from School

Unwilling to seek Assistance

Inform the Principal. The Principal shall appoint a staff to seek advice from the Police School Liaison Officers and notify the Education Bureau. Parents should also be informed with the consent of the students. The Principal should decide to notify the Crisis Management Team**backgrounds and their personal wishes to seek assistance, etc.

Applying professional judgment to decide whether related persons have to be notified**backgrounds and their personal wishes to seek assistance, etc.

Case Confirmation

- Professional Intervention

School Social Workers should apply their professional knowledge to assist students to handle their drug related matters, and implement an appropriate "Rehabilitation Plan". School Social workers can make use of other community resources for assistance if necessary.

Things to Note:	Idea:
- *If it is decided that the Crisis Management Team be informed, the School and the School Social Workers should discuss how to assist the students at the meeting	
- ** When the School Social Workers make decisions, s/he should carefully assess the case scenario, and treat the students' benefit as the balancing factor	Professional judgement
- Social Workers should follow the prevailing Social Work Practice Guidelines and handle the matter with reference to the individual case and the schools' unique situation	
- If the School Social Workers decide to inform related persons of the matter with the names of the students involved / the matter without the names of the students involved, s/he should carefully consider the risks and the consequences. The School Social Worker should inform the related persons at an appropriate time, so that the schools can proper manage the matter	
- If students are willing to seek assistance from other people, the Principal should give flexibility for School Social Workers to decide on how they can assist the students to resolve their drug problems	Avoid affecting the general counselling work
- School Social Workers should inform their superior of the related matter and seek professional assistance	Seek professional assistance
- Obtain consent from the involved person of the case and report to the Central Registry of Drug Abuse of the Narcotics Division for research purposes	

2.3.4 Other people indicating that the Students are taking Drugs

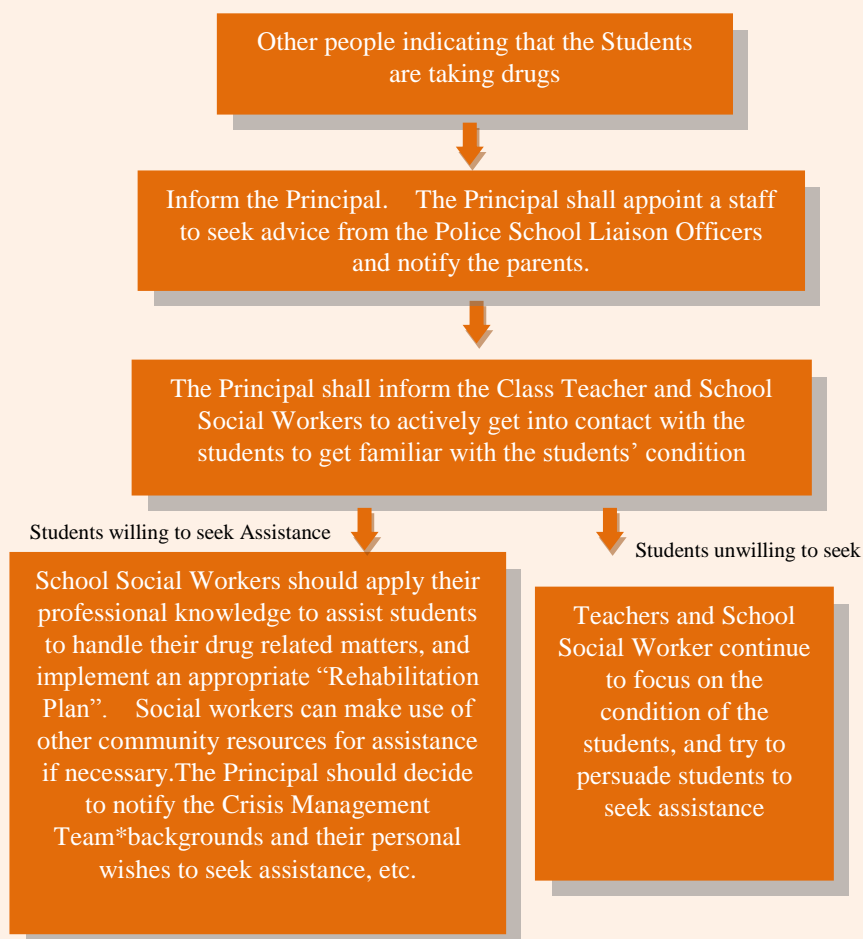
Scenario

Initial Treatment

- Seek advice from the Police School Liaison Officer
- Inform the parents

Case Confirmation

- Professional Intervention



Things to Note:	Idea:
- Principal to arrange for appropriate staff to seek advice from the Police School Liaison Officers	Division of work at School
- Teachers and School Social Workers should encourage the students to actively face their drug problems, and seek assistance from people like their parents or School Social Workers	Seek assistance at an earlier stage
- If students are willing to seek assistance from other people, the Principal should give flexibility for School Social Workers to decide on how they can assist the students to resolve their drug problems	Avoid affecting the general counselling work
- * If parents inform the School Social Workers of the matter and indicate that s/he does not wish the school to be notified of the matter, the School Social Worker should exercise professional judgement and carefully assess the case with the students' greatest benefit as a balancing factor	
- If parents inform the school of the matter, the school should arrange for the School Social Workers to follow-up on the parents and to provide counselling services to the parents. The school should take care when handling the communications between the parents and the students. The School Social Workers should remind parents not to be overly agitated so that the follow-up work would not be affected, or that the condition would further deteriorated.	Balancing the relationship of the parents and the students

2.3.5 Suspecting Students of Taking Drugs at School

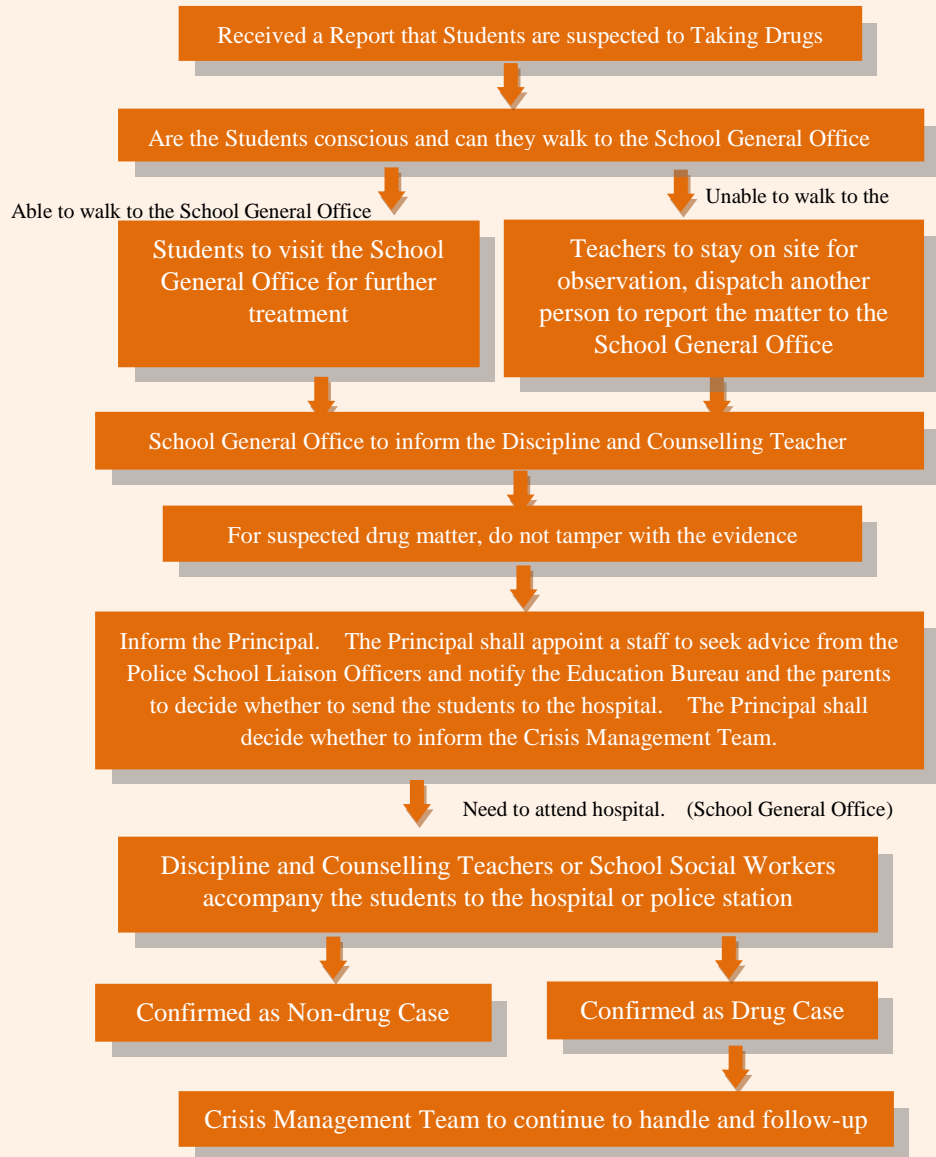
Scenario

Initial Treatment

- Keep Calm
- Seek Assistance
- Inform relevant teachers

Case Confirmation

- Consult with Police School Liaison Officer
- Inform Education Bureau
- Inform the parents



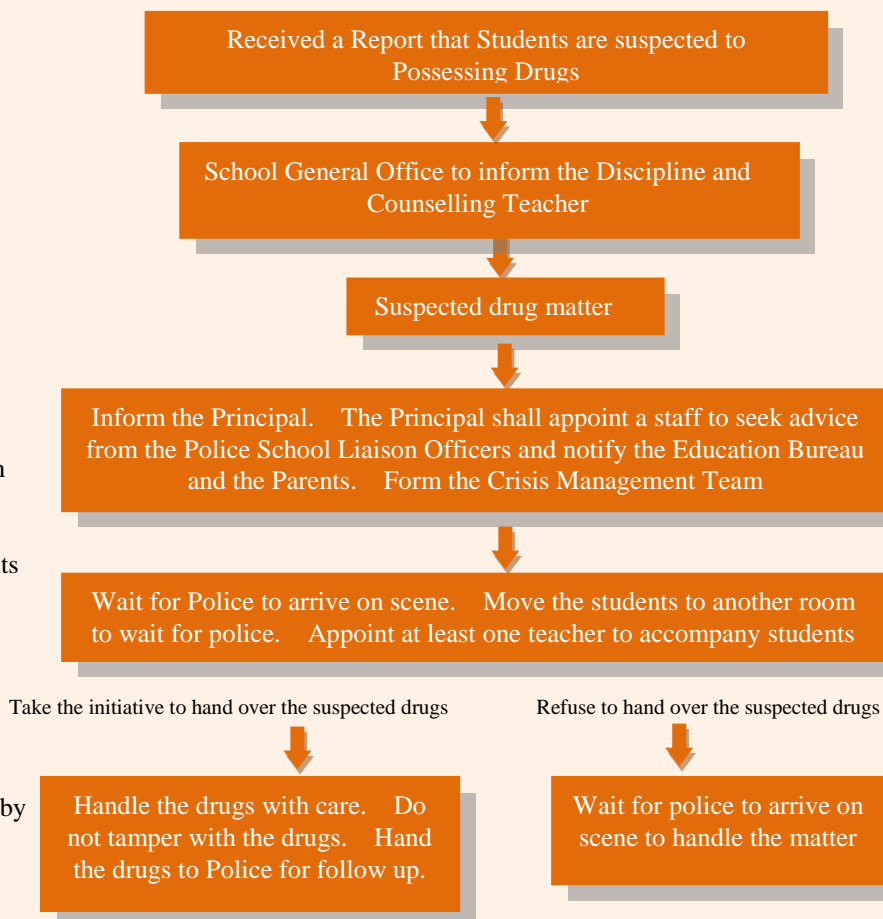
Things to Note:	Idea:
- Principal to arrange for appropriate Staff to seek advice from the Police School Liaison Officers and inform the Education Bureau	Division of work at School
- Ensure the personal safety of the suspected drug taking students and other Students	Safety of utmost importance
- Teachers should not conduct searches on the students or their belongings. If teachers need to conduct searches on the students' belongings or on the students themselves, they need to follow the "School Administration Guide" published by the Education Bureau	Respect students' privacy
- No staff or teachers at school should comment on any drug taking incidents that involved students; nor should they release the names and related information of the students	Pay attention to confidentiality
- Schools should contact the students' parents and the Police School Liaison Officers for follow-up	Close contacts with parents and Police
- Schools can contact the Ambulance Station to directly arrange for an ambulance	

2.3.6 Suspecting Students of Possessing Drugs at School

Scenario

Initial Treatment

- Inform Relevant teachers
- Form Crisis Management Team
- Seek advice from Police School Liaison Officers
- Inform the Education Bureau and parents



Case Confirmation

- School to handle all items handed over by the students carefully

Things to Note:	Idea:
- Principal to arrange for appropriate Staff to seek advice from the Police School Liaison Officers and inform the Education Bureau	Division of work at School
- Ensure the personal safety of the suspected drug taking Students and other Students	Safety of utmost importance
- Schools should ensure students maintain their dignity and privacy. Avoid arbitrarily asserting the students as possessing drugs. Obtain professional advice from School Social Workers and other professionals through the Crisis Management Team	
- If students hand over the items in their own initiative, the teachers should place the items in a box which can be locked up in the presence of a third party. If necessary, teachers should list out the items on a piece of paper. Teachers, the students (if possible) and the third party should place their signatures on the lists. The box shall be handed over to the Principal for safekeeping. If necessary, the locked box and all the items should be handed over to the Police.	
- Parents / guardians should accompany the students if Police want to take statements from the students	
- Teachers should search the students or their belongings. If teachers need to conduct searches on the students' belongings or on the students themselves, they need to follow the "School Administration Guide" published by the Education Bureau	Respect students' Privacy
- No staff or teachers at school should comment on any drug taking incidents that involved students; nor should they release the names and related information of the students	Pay attention to confidentiality

2.3.7 Suspecting Students of Trafficking Drugs at School

Scenario

Initial Treatment

- Inform Relevant teachers
- Form Crisis Management Team
- Seek advice from Police School Liaison Officers
- Inform the Education Bureau and parents

Case Confirmation

- School to handle all items handed over by the students carefully



Things to Note:	Idea:
- Principal to arrange for appropriate Staff to seek advice from the Police School Liaison Officers and inform the Education Bureau	Division of work at School
- Ensure the personal safety of the suspected drug taking Students and other Students	Safety of utmost importance
- Schools should ensure students maintain their dignity and privacy. Avoid arbitrarily asserting the students as possessing drugs. Obtain professional advice from School Social Workers and other professionals through the Crisis Management Team	
- If students hand over the items in their own initiative, the teachers should place the items in a box which can be locked up in the presence of a third party. If necessary, teachers should list out the items on a piece of paper. Teachers, the students (if possible) and the third party should place their signatures on the lists. The box shall be handed over to the Principal for safekeeping. If necessary, the locked box and all the items should be handed over to the Police.	
- Parents / guardians should accompany the students if Police want to take statements from the students	
- Teachers should search the students or their belongings. If teachers need to conduct searches on the students' belongings or on the students themselves, they need to follow the "School Administration Guide" published by the Education Bureau	Respect students' Privacy
- No staff or teachers at school should comment on any drug taking incidents that involved students; nor should they release the names and related information of the students	Pay attention to confidentiality

2.3.8 Case Studies (Named Case)

A single campus related drug matter may involve a variety of elements, e.g., Students taking drugs, possessing drugs, trafficking drugs on Campus, or students telling the teachers / School Social Workers that s/he had been taking drugs. Hence, when schools are handling different cases, she should consider the individual factors and handle the cases carefully. Here are some examples for the schools reference:

Case 1: Students telling the Teachers that s/he had been taking drugs

Student involved: Wyman (Form 4)

Time: Recess

Student Background: Wyman always has good academic results. He is polite to the teachers, and he enjoys good relationship with his family.

The Incident and the Handling Approach:

Wyman and Mr Ng have always had a good relationship. Wyman likes to share his secrets with Mr Ng. At one recess, Wyman told Mr Ng that during a weekend in the previous month, he went to China for fun with his cousin and his cousin's friends. There, his cousin and the friends took out a bag of pills and distributed the contents to everyone for consumptions. Wyman did not know how to refuse their invitation, and his cousin indicated that if Wyman did not consume the pills, he would feel embarrassed. The cousin also told Wyman that the pill is ecstasy, and he would feel extremely happy after consuming the same, and that consuming one pill would not cause him any harm. Hence, Wyman took the pill reluctantly. After a while, Wyman felt excited, and his body moved compulsively. He danced non-stop under the strong music. After he went home, he started to sweat and he felt nauseous. He vomited. Wyman was worried about his family knowing about the matter, and he said nothing.

Wyman told Mr Ng the entire matter. Mr Ng encouraged Wyman to seek professional assistance. He hoped Wyman could tell the School Social Worker Ms Law about the incident. Wyman refused and begged Mr Ng not to tell his matter to anyone. Mr Ng explained to Wyman that he needs to inform the school and his parents of the matter to assist Wyman. After listening to Mr Ng's explanations, Wyman accepted Mr Ng's advice, and told the Principal and his parents the matter. At the same time, Wyman expressed his willingness to accept help from Mr Ng. The Principal also obtained advice from the Police School Liaison Officer and informed the Education Bureau of the matter.

Mr Ng reported the matter to the Principal. Principal Cheung invited Ms Law to provide recommendations and knowledge on how to follow up cases to Mr Ng. Ms

Law also assisted Mr Ng by discussing with him the methods to undertake follow up activities, i.e. skills to refuse Cousin's invitation to visit China for fun. Mr Ng continued to follow-up Wyman's condition. After observing and speaking to him for an extended period of time, Mr Ng believed Wyman no longer take drugs, and had refused his cousin's invitation to visit China for fun. Hence, this Case was not handed over to Ms Law for follow-up activities.

Even though this is an isolated case, Principal Cheung believed that the school should not take campus-related drug incidents lightly. The Schools should take preventive measures before it is too late. Hence, the school would continue to participate in the Development Courses organised by other organizations and to include an Anti-Drug Week in the curriculum of the next semester. The school hopes to trigger the students to discuss on problems relating to drugs. At the same time, the school would invite different organizations to host seminars on the Campus, and arrange student visits to the Hong Kong Jockey Club Drug InfoCentre.

Case 1: Suggested Handling Method

Scenario

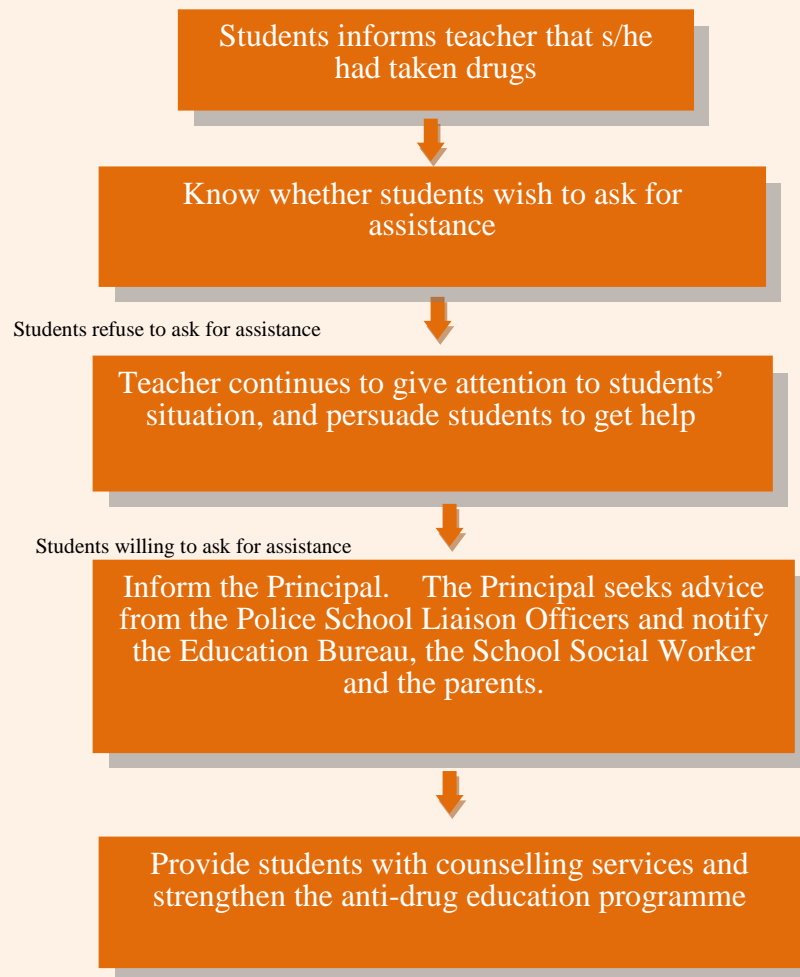
- Wyman tells Mr Ng that he had taken drugs
- Wyman indicates that he does not wish to make the matter known to other people
- Mr Ng continues to persuade Wyman

Initial Treatment

- Mr Ng informs Principal Cheung to seek advice from the Police School Liaison Officer, the School Social Workers and the parents
- Inform Education Bureau to strengthen the anti-drug education

Case Confirmation

- Mr Ng provides counselling and follow-up services to Wyman
- Strengthen anti-drug education programme



Case 2: Students telling the School Social Workers that s/he had been taking drugs

Student involved: Cissy (Form 3)

Time: Recess

Student Background: Cissy always has behaviour problems. She is lonely, silent, and she lacks social skills. She has a bad temper and she does not pay attention during class. She is also rude to the teachers. She finds it difficult to communicate with her her classmates. School Social Worker Ms Law has always attempted to invite Cissy to participate in activities that she hosted. Generally, Cissy would decline the invitation.

The Incident and the Handling Approach:

Ms Law spoke to Cissy at the school playground. She expressed her hope of Cissy participating in a Camping Activity on a weekend. Cissy told Ms Law that she had no time to attend the event. When pressured by Ms Law, Cissy told Ms Law that she would visit China for fun with her friends every weekend. Hence, she would not attend the Camping. When asked about the details of her activities in China, Cissy was reluctant to release any details. Hence, Ms Law invited Cissy to talk to her in her office at school.

After speaking to Cissy, Cissy admitted that she frequently visited China for fun with her friends over the past year. Each time, she would take drugs, the drugs taken varied. Cissy had taken ketamine, ecstasy and ice, etc. However, she insisted that her dosage each time were low, and she would monitor her dosage. She would not let herself become addicted to drugs. Cissy told Ms Law that her family members do not know of her drug habits. She hopes Ms Law can keep her a secret. If not, Cissy's father would beat her to death. Ms Law persuade Cissy to inform the matter to the School and to her parents. Ms Law explained to Cissy that the purpose of doing so is to enable Cissy receive the best assistance. After listening to Ms Law's explanations, Cissy expressed that she wish to continue her talk with Ms Law, yet she insisted that she does not want the matter to be made known to other people. In addition, Cissy expressed her intention of not wishing to obtain any assistance. Ms Law told Cissy that she would evaluate whether Cissy needs more assistance with reference to her situation. Cissy told Ms Law that she understood.

Ms Law decided to make an anonymous report to Principal Cheung, and she told Principal Cheung that she would handle the matter wholeheartedly, and make progress report from time to time. At the same time, Ms Law would report the details of the case to her organization. Principal Cheung was very concerned about the case. He

hoped Ms Law would try her best to know whether the other students have drug habits. Ms Law has decided to make use of group sharing sessions to know whether Cissy's classmates and peers are also taking drugs. After discussing Cissy's case with the supervisors at her organization, Ms Law has decided to formulate a series of professional counselling sessions for Cissy with the hope of assisting her to resolve her drug problems.

After a few months, Ms Law and Cissy had established a good relationship. Cissy was willing to let Ms Law continued to follow-up on her case. At the same time, as Cissy was promoted to Form 4 from Form 3, she gradually understood the harmful effect brought to the human body by the drugs, i.e. deteriorating of memory capacity. Hence, Cissy wished to kick the drug habits.

Later, Ms Law found out that a Social Worker of the local Outreach Team have been handling Cissy's case. Hence, Ms Law actively contacted the Social Worker of the local Outreach Team to gain a full understand of Cissy's case. Ms Law also wishes to make use of other community resources to help Cissy kick her drug habits. In the end, the Outreach Social Worker decided to refer Cissy's case to Counselling Centre for Psychotropic Substance Abusers (CCPSA) to assist her to kick her habits. Ms Law and the Outreach Social Worker continue to follow up Cissy's case both at school and outside school, and together monitor Cissy's condition.

Case 2: Suggested Handling Method

Scenario

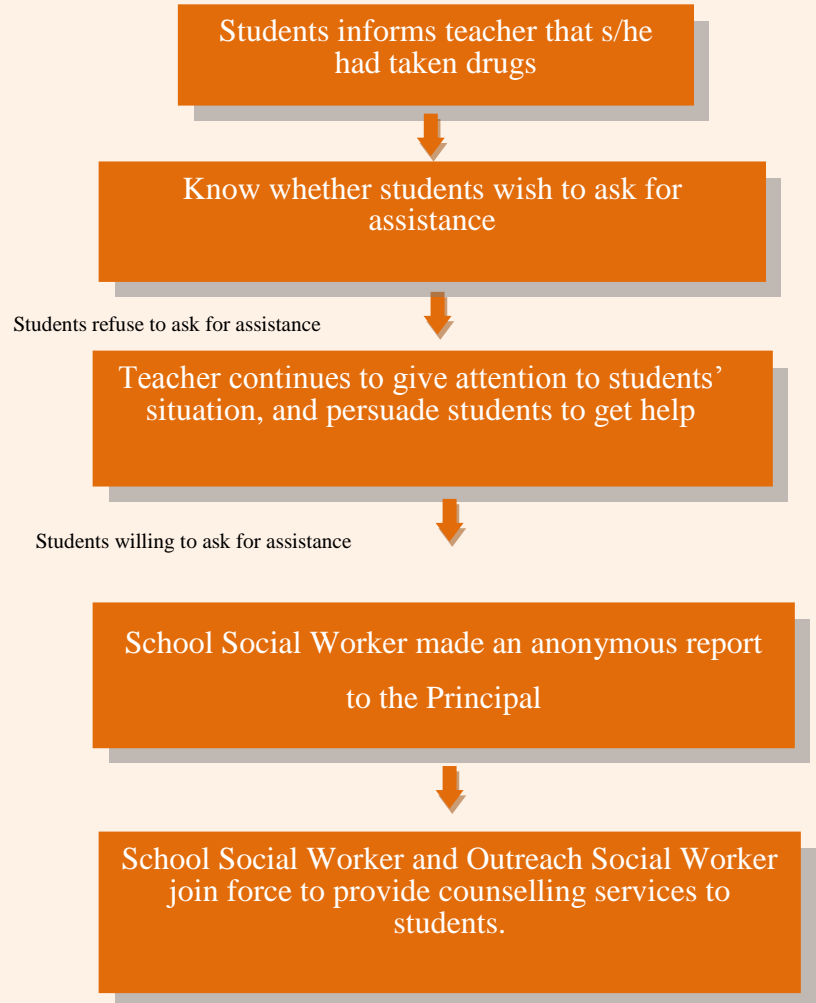
- Cissy tells Ms Law that she had taken drugs
- Cissy indicates that she does not wish to make the matter known to other people

Initial Treatment

- Ms Law continues to persuade Cissy

Case Confirmation

- School Social Worker and Outreach Social Worker provide counselling and follow-up services to Cissy



Case 3: Parents Informing the School that they Suspected that their Children have been taking drugs

Student involved: Segal (Form 3)

Time: Morning

Student Background: Segal has always been a quiet girl. She enjoys a good relationship with her family. Recently, her parents noticed that she always goes out at night; and when she comes home, she is in a confused state. Her parents suspected her of taking drugs.

The Incident and the Handling Approach:

One morning, Segal's parents rang the School General Office and requested to talk to the School Social Worker Ms Law. Segal's parents told Ms Law on the phone that Segal was acting in a suspicious manner recently. The parents told Ms Law that Segal was always out at night, and when she returned home, she was in a confused state. They suspected Segal of having bad peers and that Segal has become a drug addict. They hoped Ms Law can provide Segal with assistance. Segal's parents expressed that they did not want the school to know about the matter as they fear that it would affect Segal's future. Ms Law decided that she could report the matter to the school without giving away Segal's name. In this way, she hoped that there would be more resources to assist Segal. Segal's parents accepted Ms Law's recommendations, and they decided to hand over the matter for Ms Law to handle. Ms Law encouraged Segal's parents to pay more attention to Segal's life. In addition, as Segal's parents were very concerned about Segal, they were emotionally perplexed. Ms Law immediately gave some counselling to Segal's parents on the telephone, and expressed her willingness to handle Segal's matter with the parents together.

Ms Law reported the matter to Principal Cheung without giving away Segal's name. She told Principal Cheung that she would try her best to follow the matter up. Principal Cheung hoped Ms Law could persuade the student to be frank with her parents, and to seek for more assistance. Principal Cheung also hoped Ms Law could provide more assistance to the parents. Ms Law stated that she would closely monitor the needs of the student's parents, and provide appropriate follow-up services.

Ms Law invited Segal to attend her office after class to enquire about her recent situation. She hoped Segal would actively seek assistance from her. At the beginning, Segal was reluctant to release any information about her life to Ms Law. However, after 2 weeks, Segal finally admitted to Ms Law that she felt burdened by her homework, and over the past few months, she began taking ketamine under peer influence. Segal assured Ms Law that she thought she would not become addicted to

ketamine, and she also told Ms Law not to worry about her. Ms Law told Segga the harmful effects of taking drugs, and encouraged Segga to seek assistance. Segga expressed that she needed some time to consider. Ms Law submitted progress reports to Principal Cheung with Segga still remained anonymous. Ms Law told Principal Cheung that the students had admitted taking drugs. Principal Cheung consulted the Police School Liaison Officer and lodged a report to the Education Bureau to strengthen the anti-drug education programmes.

In the end, Segga promised Ms Law to try to kick her habits. Ms Law organized a variety of activities for Segga, and started to implement a rehabilitation plan. In addition, Ms Law tried very hard to persuade Segga to be frank with her parents. Segga expressed her concern that she was worried about her parents' reaction when they knew about her case. She also told Ms Law that she didn't know how to tell her parents' of her case. Ms Law suggested that she arranged for a home visit to accompany Segga to break the news to her parents. She hoped to adopt various means to handle the drug problems. At the same time, Ms Law would first host appropriate counselling sessions for Segga's parents. She told Segga's parents that she would arrange for a home visit at a later stage, and she hoped Segga's parents and Segga could have good communication between them.

In the end, during the home visit, Segga admitted to his parents that she was taking drugs, and that she was remorseful for doing so. Segga's parents expressed their willingness to settle the problem with Segga. Ms Law continued to follow-up Segga's case. She regularly contacted Segga's parents in order to follow-up Segga's condition. Even though this is an isolated case, Principal Cheung believed that the school should not take campus-related drug incidents lightly. The school should take preventive measures before it is too late. Hence, the school would continue to participate in the Development Courses organised by other organizations and to include an Anti-Drug Week in the curriculum of the next semester. The school hopes to trigger the students to discuss on problems relating to drugs. At the same time, the school would invite different organizations to host seminars on the campus, and organize the Students to visit the Hong Kong Jockey Club Drug InfoCentre.

Case 3: Suggested Handling Method

Scenario

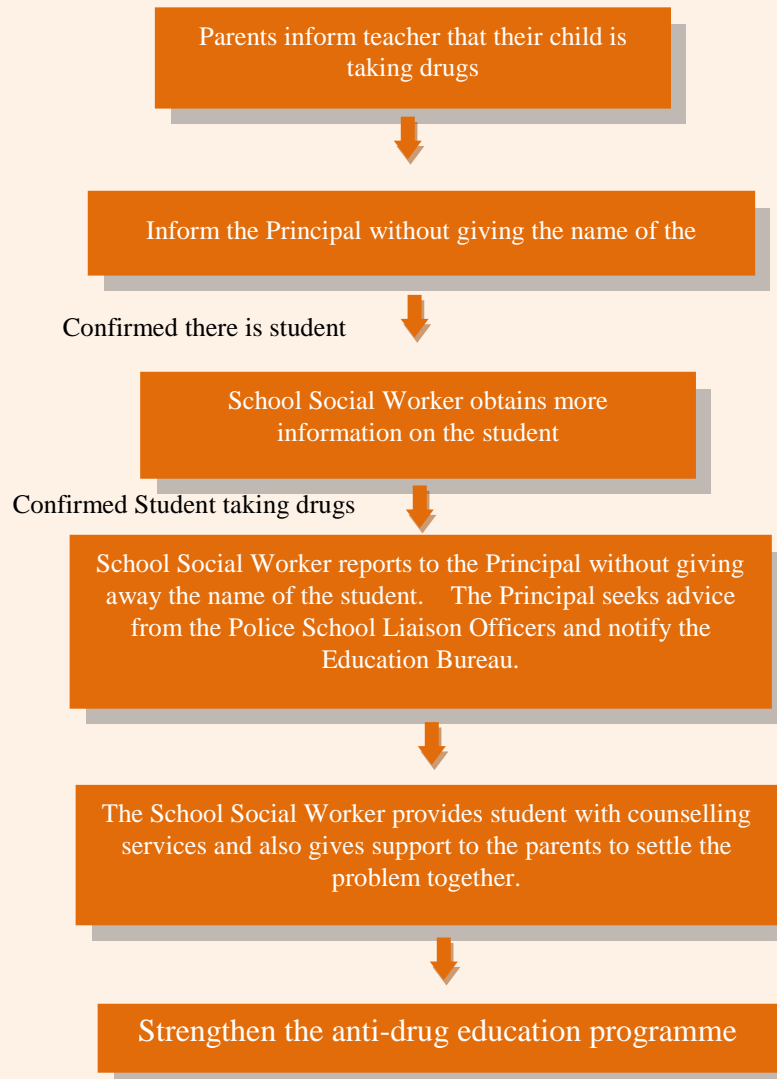
- Parents inform Ms Law that their child is taking drugs
- Parents indicate that they do not wish to make the matter known to other people
- Ms Law successfully persuades the parents
- Ms Law informs Principal Cheung without giving the name of the student away

Initial Treatment

- Ms Law actively seeks information on Sega's condition
- Principal Cheung seeks advice from the Police School Liaison Officer, and informs the Education Bureau

Case Confirmation

- Mr Ng provides counselling and follow-up services to Sega
- Strengthen the anti-drug education programme



Case 4: Students Suspected to Take Drugs on the Campus

Student involved: Jane (Form 3)

Time: A Chinese lesson in the morning

Student Background: Jane is a Form 3 Student with average academic results. Her parents are both working, and she spent her time alone at home. When Jane was a Form 2 student, she knew some young people at her estate. Those young people had already discontinued with their studies. As her parents are very busy, Jane likes her friends who spend a lot of time accompanying her. She started to take Ketamine in the summer in Form 2. Later, she took psychotropic substances on campus.

The Incident and the Handling Approach:

During a Chinese class in the morning, Mr Chan detected that Jane was in a trance, yet her spirit is high. He approached Jane to see what was happening to her. Mr Chan performed a simple assessment of Jane on the Guidelines of the Simple Assessment Form and came to a conclusion that Jane may be taking drugs. Given that Jane was in a state of confusion and was unable to give response, Mr Chan followed the procedures and instructed the class prefect to inform the School General Office that Mr Chan would like the Discipline and Counselling Teacher to assist him in the Classroom. The School General Office immediately informed the Discipline and Counselling Teacher Ms Lee to the classroom to accompany Jane to the Sick Room. Mr Chan continued to stay in the classroom to keep the order and to continue with the class.

At the Sick Room, Ms Lee instructed the school janitor to inform the School General Office to invite Principal Cheung to the Sick Room. After Principal Cheung arrived, he learnt that a student was suspected to have taken drugs on the Campus. Principal Cheung immediately instructed Ms Lee to consult with the Police School Liaison Officer and to inform the Education Bureau. Principal Cheung also formed the Crisis Management Team. As Jane was agitated and in a state of confusion, Principal Cheung decided to send her to the hospital for a medical check-up. Ms Lee accompanied Jane to the hospital.

At the same time, Principal Cheung immediately convened a Crisis Management Team meeting. After the meeting, it was decided that the Discipline and Counselling Teacher Ms Lee was to be responsible for all external matters. In necessary, Ms Lee should also handle enquiries from the press reporters. In addition, the School Social Worker Ms Law would be responsible to contact Jane's parents to inform them that Jane was unwell and had been taken to the hospital. Ms Lee would also attempt to obtain information about Jane's living conditions. The Team also decided that Ms

Law and Ms Lee would arrange a home visit after Jane had been released from Hospital. If it was found out the Jane was taking drugs, the case would be passed to Ms Law to continue with follow-up activities. The school would also provide assistance to Ms Law. Ms Law and the Discipline and Counselling Teacher would also jointly design a professional counselling programme, and make report to the Principal jointly.

Jane returned home after staying at the hospital for a day. Ms Law and Ms Lee paid a visit to her and conducted a home visit session. Jane admitted that she had habits of taking drugs, and that the other students did not know about that. After talking to Ms Law, Jane was willing to let Ms Law follow-up her matter. Ms Law would continue to work closely with the parents and provide support to assist Jane to kick her habits. Ms Lee also assured Jane's parents that the school would try its best to assist Jane to turn a new leaf and continue with her studies.

Jane returned to school and continued on with her studies. All related teachers and the School Social Worker kept Jane's situation confidential. Apart from the professional counselling services provided by Ms Law, the school also organised other extra-curriculum activities for Jane.

Within a week from the, no member of the press raised any enquiries with the school. Jane regularly met with Ms Law and Ms Law continued to follow-up on her case.

At the same time, the school had included more anti-drug and growth related topics in the curricula for the next semester. All of these curricula had the objectives to assist students to build positive values, and to strengthen their resilience strength. Principal Cheung had also decided to participate in the "P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme" to provide Form 1 to Form 3 Students with courses on development.

Case 4: Suggested Handling Method

Scenario

- Mr Chan suspects Jane to have taken drugs in class
- Jane is in a state of confusion

Initial Treatment

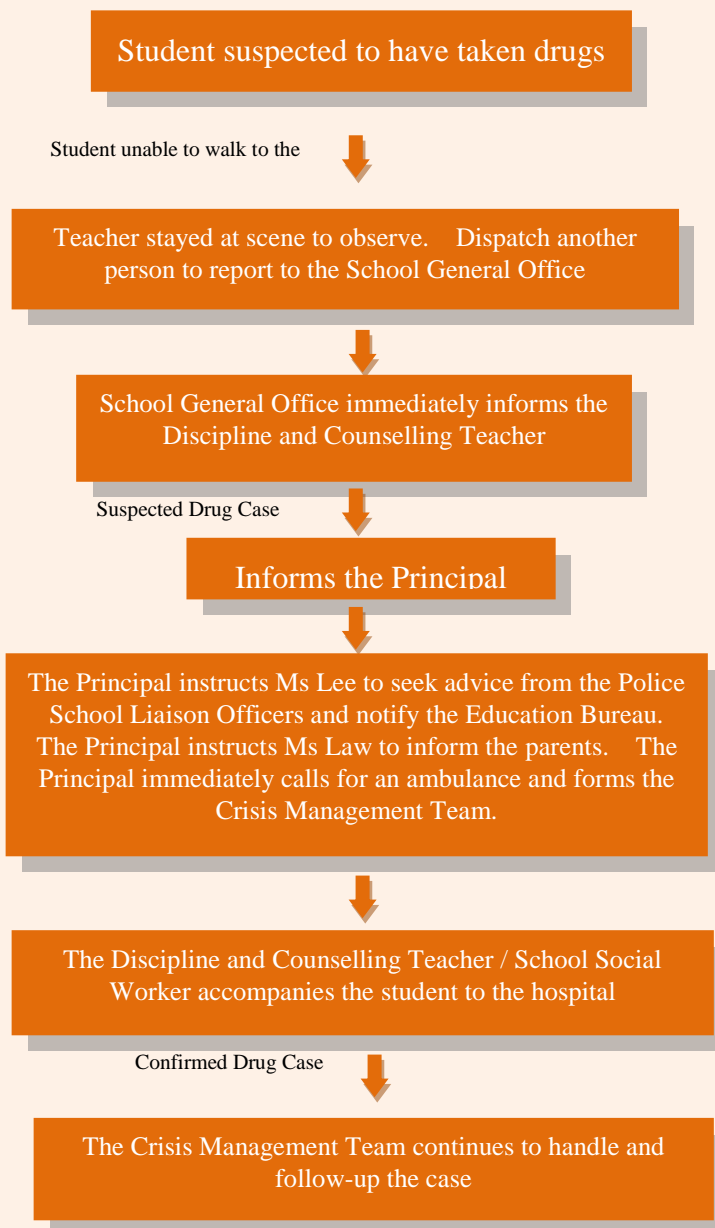
- Mr Chan instructs the Class Prefect to report to the School General Office
- School General Office informs Ms Lee

Case Confirmation

- Ms Lee instructs the School General Office to inform the Principal
- Ms Lee seeks advice from the Police School Liaison Officer, and informs the Education Bureau
- Ms Law informs Jane's parents
- Principal Cheung decides to send Jane to the Hospital and forms the Crisis Management Team
- Ms Lee accompanies Jane to the Hospital
- Ms Law informs Jane's parents
- Ms Law conducts Home Visit
- Jane admits to taking drugs

Follow-up Activities

- Ms Law continues to follow-up Jane's matter



Case 5: Several Students Suspected to Take Drugs Together on the Campus

Student involved: Aiken, Chormin, Kenman and Kuwait (Form 4)

Time: Recess

Students' Background: Aiken, Chormin, Kenman and Kuwait are good friends. They always work and play together, and they do not have good academic results. They always doze off during class.

Aiken. He is the only child in the family. However, his parents always work overseas, and there is only a foreigner maid at home. Aiken does not like to study, and he always invites Chormin, Kenman and Kuwait to play video games at home. Chormin does not enjoy a good relationship with his family. His parents always quarrell, and Chormin does not like to stay at home. He would be on the streets whenever he has the opportunity to do so. Kenman comes from a single family. He has a mother and a sister at home, and he enjoys good relationships with them. Kuwait has a lot of siblings. As he has poor academic results, his parents do not pay much attention to him. Kuwait always feels unhappy. On the one hand, Kuwait is unhappy because his parents pay little attention to him. On the other hand, Kuwait believed that he can still have a happy life without his family's care.

The four friends always play video games and gather at Aiken's home. As Chormin is always on the streets, he came to know some young drug dealers. He persuaded his three friends to take drugs. At first, the four friends only took drugs at Aiken's home. Yet later, they started to take drugs during recess and lunch hour at school.

The Incident and the Handling Approach:

During recess, some classmates found Aiken, Chormin, Kenman and Kuwait screaming in the toilet, and immediately reported to the School General Office. The School General Office instructed the Discipline and Counselling Teacher Ms Lee to go and take a look. Ms Lee and another Guidance and Discipline Teacher Mr Ng arrived at the toilet to handle the matter. Mr Ng told the other students at the scene to leave. Ms Lee suspected that the four friends had been taking drugs. Ms Lee also suspected that there was still a small quantity of drugs in Chormin's pocket. Ms Lee instructed Mr Ng to go to the School General Office to inform Principal Cheung. Principal Cheung arrived on the scene and came to know that some students had taken drugs on the Campus. Furthermore, there may still be drugs at the scene. Principal Cheung decided to form the Crisis Management Team. However, since Chormin might still possess drugs, Principal Cheung decided to consult the Police School Liaison Officer and inform the Education Bureau. He also took the four students to a room in the School General Office to wait for the Police School Liaison Officer to

arrive at the scene. In the mean time, Ms Li and Mr Ng continued to accompany them and observe their condition to prevent they destroy the evidence.

After the Police School Liaison Officer arrived the scene to handle Chormin's suspected drug possession matter, and to conduct a body search under Ms Lee's supervision. The Police School Liaison Officer seized a small bag of white powder. The Police called an ambulance to take the four friends to the hospital for check-ups. Ms Lee also accompanied her four students to the hospital.

At the same time, Principal Cheung immediately convened a Crisis Management Team meeting. After the meeting, it was decided that the Discipline and Counselling Teacher Ms Lee was to be responsible for all external matters. If necessary, Ms Lee should also handle enquiries from the press. In addition, the School Social Worker Ms Law would be responsible to contact the four students' parents to inform them that the four students were sick and had been taken to the hospital. Ms Lee would also attempt to obtain information about the four student's living conditions. The Team also decided that Ms Law and Ms Lee had to organize Home Visits after the four students had been released from hospital. If it was found out the four students were taking drugs, the case would be passed to Ms Law to continue with the follow-up activities. Ms Law would also design a professional counselling programme for the four students.

The four students admitted they had been taking drugs on the way to the Hospital. The suspected items found on Chormin were seized by the police and forwarded to the Government Chemist for laboratory tests. In the next four days, Ms Law and Ms Lee conducted home visits for the four students. After talking to Ms Law and Ms Lee, the four students were willing to let Ms Law follow-up her matter. Ms Law would continue to work closely with the parents and provide support to assist the four students to kick their habits. Ms Lee also assured the parents that the school would try its best to assist their children to turn a new leaf and continue on with their studies. However, since Chormin was suspected to possess drugs, he was under police investigation. Hence, the school would cooperate with the Police in the investigation, and further arrangement would be made.

A few days after the incident occurred, the School General Office received enquiries from reporters of different newspaper. All enquiries were handled by Ms Lee. Given that the matter received attention in the community, the Principal decided to convene another Crisis Management Team meeting to discuss on ways to handle the matter. After discussions, the School decided to host a Press Conference to explain its stance in great detail. Ms Lee shall be the spokesperson at the Press Conference. At the same time, the Team also decided to issue Circulars to the parents to answer their queries.

At the Press Conference, Ms Lee issued a simple statement on the matter, yet no personal information of the Students was released. At the same time, the School had given clear indication that the School would allow the four students to continue with their studies, and provide support to their families. In this way, the families and the school can cooperate to assist the students to resolve their drug problems.

After the laboratory results were released, it was confirmed that the drugs on Chormin were ketamine. The Police had decided to lay charges on Chormin. Chormin may receive Police Superintendent's Discretion or he may need to stand trial at Court. During the wait to trial, Chormin and his three friends regularly met with Ms Law. Ms Law continued to handle their matters.

At the same time, the School had included more anti-drug and growth related topics in the curricula for the next semester. All of these curricula had the objectives to assist students to build an positive life value, and to strengthen their resilience strength. Principal Cheung had also decided to participate in the "P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme" to provide Form 1 to Form 3 Students with courses on development.

Case 5: Suggested Handling Method

Scenario

- Classmates suspect Aiken, Chormin, Kenman and Kuwait to have taken drugs in the toilet
- The four Students are in a state of confusion
- Classmates made a report to the School General Office

Initial Treatment

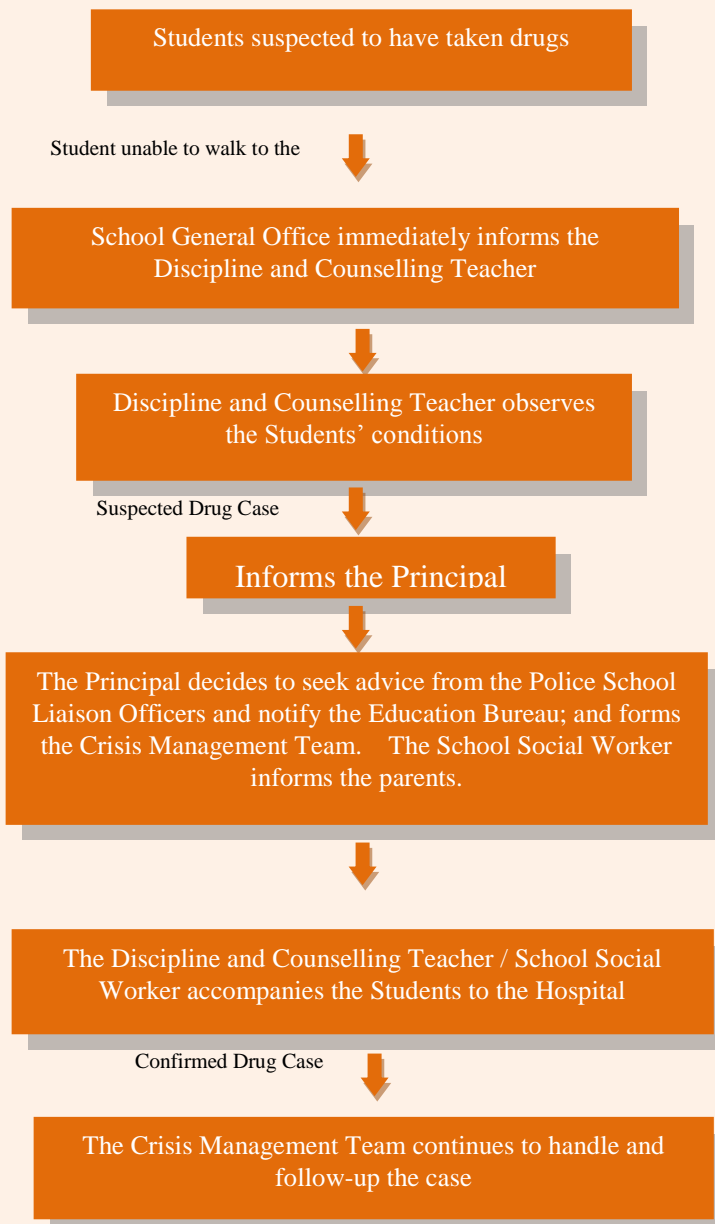
- School General Office informs Ms Lee
- Ms Lee and Mr Ng go to the toilet together
- Ms Lee suspects the four Students to have taken drugs
- Ms Lee suspects Chormin to possess drugs
- Ms Lee instructs Mr Ng to inform the Principal

Case Confirmation

- The Principal decides to seek advice from the Police School Liaison Officer, and informs the Education Bureau; and forms the Crisis Management Team
- Ms Law informs the four students' parents
- Ms Lee accompanies the four Students to the Hospital
- Ms Law conducts Home Visits and the four Students admit to have taken drugs

Follow-up Activities

- Ms Law continues to follow-up the four students' matter



Case 6: Students Suspected to Drug Trafficking and Drug Possession on the Campus

Student involved: Chi Fai, Ming Wah (Form 4)

Time: Lunch time

Student Background: Chi Fai has extremely poor academic results, and he doesn't like to study. He always skipped class in his lower senior years, and he was also a repeater. He does not have a good relationship with his teachers. Ming Wah has poor academic results, too. He was usually a quiet student.

The Incident and the Handling Approach:

A student came to look for the Discipline and Counselling Teacher Ms Lee in the Staff Room. The Student told Ms Lee that Chi Fai sold a pack of white powder to Ming Wah in the classroom. The student suspected the item to be drugs. Ms Lee immediately went to the classroom with another Discipline and Counselling Teacher Mr Ng. They saw Ming Wah putting away a bag of powder, and Chi Fai was acting furtively.

Ms Li suspected that Chi Fai was selling drugs on the Campus, and hence, Ms Lee and Mr Ng took Chi Fai and Ming Wah to different rooms in the School General Office. Chi Fai and Ming Wah were asked to wait inside different rooms. Ms Lee was responsible to conduct enquiries with Chi Fai, whereas Mr Ng was responsible to conduct enquiries with Ming Wah. Ms Lee also informed Principal Cheung immediately. Principal Cheung arrived at the scene and found out that the matter was related to drugs on the Campus. He immediately formed the Crisis Management Team, and consulted the Police Liaison Officer. He also informed the parents and the Education Bureau.

The Police School Liaison Officer arrived at the scene and conducted interviews with the two students separately. Police Officers seized a small pack of powder from Ming Wah. Ming Wah told the Police Officers that the pack of drugs was sold to him by Chi Fai. In addition, the Police Officers seized several packs of powder in Chi Fai's school bag. The two students were taken to the Police Station for investigation. Ms Lee and the School Social Worker Ms Law accompanied the two students to the Police Station.

The parents of the two students received information and immediately arrived at School. They went to the Police Station with the Police to assist in the investigation. At the same time, Principal Cheung immediately convened a Crisis Management Team meeting. After the meeting, it was decided that the Discipline and Counselling Teacher Ms Lee was to be responsible for all external matters. If necessary, Ms Lee should also handle enquiries from the press. In addition, the School Social Worker

Ms Law would be responsible to follow up on the conditions of the two students and their parents.

The Team had decided not to impose any disciplinary actions against the two Students for the moment. The Team would convene another meeting to follow up on the matter after the Government Chemist was released. As Chi Fai was suspected to commit drug trafficking offences, he was not released on bail. Ming Wah was suspected of drug possession, and he was released on bail¹. In the mean time, Ms Law provided Ming Wah with basic counselling services and information on what to face if he was to be charged of the offence. She also assisted the two families to face the problem.

A few days after the incident occurred, the School General Office received enquiries from reporters of different newspaper. All enquiries were handled by Ms Lee. Given that the matter received attention in the community, the Principal decided to convene another Crisis Management Team meeting to discuss on ways to handle the matter. After discussions, the School decided to host a Press Conference to explain its stance in great detail. Ms Lee shall be the spokesperson at the Press Conference. At the same time, the Team also decided to issue Circulars to the parents to answer their queries.

At the Press Conference, Ms Lee issued a simple statement on the matter, yet no personal information of the Students was released. At the same time, the School had given clear indication that the School would allow the two Students to continue with their Studies, and provide support to their families. In this way, the Families and the School can cooperate to assist the Students to resolve their drug problems.

After the laboratory results were released, it was confirmed that the drugs seized were ketamine. As Ming Wah had a clear criminal record, and the ketamine found on his was only 40 milligram in weight, and that he was remorseful, the police decided to give him a chance, and Ming Wah received Police Superintendent's Discretion². Chi Fai was suspected of committing the drug trafficking offence, and there was 1 gram of drugs on him, he was remanded in custody pending trial. He may be fined, or he may face imprisonment.

¹ Whether bail is granted depends on the circumstances of each case and the decision of the Officer-in-charge of the case

² The Police would only consider Police Superintendent's Discretion for drug offences only for special cases and after careful consideration.

Ms Law continued to provide professional counselling services to Ming Wah, and she kept regular contacts with Ming Wah's family to provide them with support. The School also organized different extra-curricular activities for Ming Wah to help him turn a new leaf. In addition, Ms Law also assisted Chi Fai's family to deal with the Court matter.

At Court, Ming Wah told the Judge that he was uninterested in his studies. He met bad peers when he played truant. He became a drug addict. Since he was taking more and more drugs, he needed money to purchase the drugs, hence, he risked selling drugs for other drug dealers. In the end, the Judge convicted Ming Wah of the offence. As Ming Wah was 18 years of age at the time of the offence, the Judge expressed that he could have sentenced Ming Wah to imprisonment. Yet the Judge noticed that the amount of drugs involved was less than 1 gram, and Ming Wah had no previous criminal record and had expressed remorse at Court, the Judge sentenced him to receive a 1 year treatment at the Correctional Service's Hei Ling Chau Addiction Treatment Centre.

During the time Ming Wah was receiving treatment at Hei Ling Chau, Ms Law regularly accompanied his family to visit him. After some time, Ming Wah formally continued his education, and he had decided to sit for the Hong Kong Certificate of Education Examination.

Case 6: Suggested Handling Method

Scenario

- Classmate suspects Chi Fai and Ming Wah of possessing / trafficking drugs
- Student immediately informs Ms Li
- Ms Lee and Mr Ng arrived at the site
- Ms Lee and Mr Ng took the Students to the School General Office

Initial Treatment

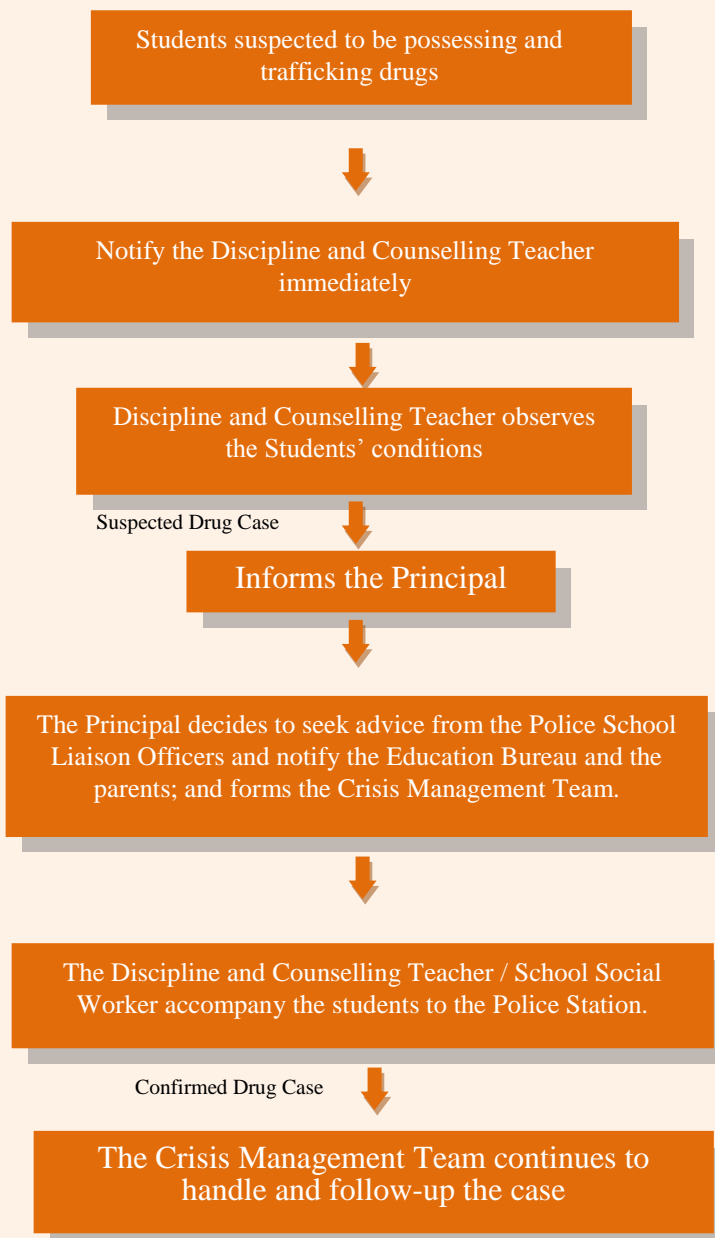
- Ms Lee informs Principal Cheung

Case Confirmation

- Ms Lee instructs the School General Office to inform Principal Cheung
- Principal Cheung decides to seek advice from the Police School Liaison Officer, and informs the Education Bureau; and forms the Crisis Management Team
- Ms Law informs the parents
- Ms Lee and Ms Law accompany the Students to the Police Station
- The items were confirmed to be drugs by the laboratory tests

Follow-up Activities

- Ms Law continues to follow-up the two students' matter



2.4 Handling Students Involved in Drug Cases

2.4.1 Notes on how to Manage Drug Taking Students

Handling student drug problems is a challenge to the school. The school must consider implementing a set of guidelines and processes to handle drug taking Students, so that the Stakeholders can work together to provide effective solutions to the problems. Practically speaking, teachers and the School Social Worker must be familiar with the main points in order to assist drug taking students.

Do:

- Carefully handle the students' personal information and conduct search on related items with reference to the Personal Data (Privacy) Ordinance and other related ordinances and guidelines
- Swiftly handle the matter with reference to the procedures to prevent rumours forming
- Stay calm, and express his/ her respect and care for the students' mental and health condition
- Stay alert, and detect the behavioural change of drug taking students at an earlier stage
- Cultivate a friendly environment before discussing the problems with the drug taking students
- Demonstrate an accepting attitude and encourage students to reflect on the pros and cons of taking drugs
- Understand the underlying reasons for students to take drugs in order to assist them further
- Provide a way out for drug taking students so that there can be possibilities for students to turn a new leaf
- Cooperate with parents at an appropriate and necessary time to strengthen the support network
- Make use of community resources to formulate a suitable Drug Rehabilitation Plan for students
- Cultivate a "Drug Free Campus" Environment with the students, and encourage them to live a drug free life
- Take note of the communications with different stakeholders

Don't:

- Destroy or tamper with the evidence and attempt to cover the wrongs of the Students or to play down the situation
- Overreact, as this would trigger the students' rebellious attitude
- Argue with students when they are under the influence of drugs, as drug takers are emotionally uncontrollable
- Reprimand individual student openly of his / her drug taking behaviour
- Over emphasis the negative effects of taking drugs, as this would trigger the students' anti-authority attitude
- Force the students to kick their habits, as this may result in a contrary effect. students may not be able to kick their habits as they are not psychologically ready for the treatment
- Adopt a withdrawal attitude, as this may make the drug taking students feel isolated

2.4.2 Role of School Staff when Managing Drug relating Matters on the Campus and Particulars

Post	Particulars	Notes
Management	<ul style="list-style-type: none"> ● Ensure the students can continue to exercise their right to education ● Provide flexibility for the Discipline and Counselling Teachers and the School Social Workers to formulate the most suitable rehabilitation scheme for the students ● Provide professional trainings and guidelines for staff ● Protect the privacy of the students and their family members, and handle sensitive information with care 	
Teachers	<ul style="list-style-type: none"> ● Avoid labelling drug taking students ● Do not conduct over obvious monitoring activities ● Keep an eye on the mood and behavioural change of students ● Cooperate with the School Social Workers to provide counselling services to the students ● Understand the underlying reasons for students to take drugs and their situations ● Protect the privacy of the students and their family members, and handle sensitive information with care ● Provide students with an opportunity to go to School 	<p>Avoid labelling activities</p> <p>Provision of appropriate counselling services</p>
School Social Workers	<ul style="list-style-type: none"> ● Provide workable Rehabilitation Scheme. Refer Students to community resources to assist with the handling of drug problems, if necessary ● Cooperate with the teachers to provide counselling and follow-up services to the students ● Understand the underlying reasons for students to take drugs and their situations ● Protect the privacy of the students and their family members, and handle sensitive information with care 	
Non-teaching staff / Janitors	<ul style="list-style-type: none"> ● Keep an eye on whether there are drug related items around the campus. If there are any questions, immediately make a report to the superior ● Protect the privacy of the students and their family members, and handle sensitive information with care 	

2.4.3 Managing Other Stakeholders

1. The Peers and Fellow Students of the Student Involved

The Discipline and Counselling Teacher, Class Teachers and the School Social Workers can provide counselling services to the peers and fellow students, so that the students can understand the harmful effects of taking drugs, and how to persuade peers not to take drugs. If necessary, the school can invite psychologists or external organizations to provide counselling services to individual students. At the same time, young people are easily affected by their peers. We should attempt to know whether the Peers and Fellow Students are also taking drugs. If so, the school should assist them to resolve their drug problems as soon as practicable.

2. Students from the same Class

The Discipline and Counselling Teacher, Class Teachers and the School Social Workers to explain the harmful effects of taking drugs to the students, so that the students may know how they can face their drug taking problems, and make correct choices. If necessary, the school can invite psychologists to provide counselling services to individual students.

3. Students of the entire School

To explain to the students the current situation, and host anti-drug related seminars, so that students can learn more about the harmful effects of drugs, and learn how to resist the temptation of drugs.

4. Parents

Schools and parents have very close relationships. Please refer to other Sections in this Kit on information about the school and parents' regular communications.

When drug related incidents occurred, schools may need to explain the situation to the parents. Not only should schools offer special care to the parents of the student involved, school also needs to pay special attention when communicating with parents whose children are not related in the drug incidents.

Parents of the Student Involved

Schools should seek the best method to handle the problems relating to Students suspected to be taking drugs. Here are several methods to handle the problems:

1. Meeting with the Parents

- Parents who are involved in drug related incident may contact the school to know about the condition of their children. Schools should arrange for parents to meet related persons in the school, e.g. the Principal and the School Social Workers
- The time for parents to meet the School Social Workers must be carefully organized to avoid inconvenience and embarrassment for the students

2. Home Visits

- If necessary, schools could arrange for home visits, so that the staff can better understand the situations of students who are suspected to be taking drugs. School can exchange information with the parents, with the hope of assisting the students to resolve their drug problems at an earlier stage
- Schools should carefully organize the time for home visits. After assessing the condition, if the schools find it necessary that to increase the intervention time, schools can elect to conduct another home visit during the holidays, e.g. Easter Holidays
- Schools should appoint appropriate persons to conduct the home visits. Apart from a School Social Worker, the schools should appoint one more person whom the parents trust to conduct the home visits. In this way, when the School Social Worker is spending time with the student, the parents can receive appropriate information at the same time
- During the home visits, schools should invite the parents to cooperate to assist the students to resolve their drug problems.

Parents who are Not Involved in the Incident

Other parents may learn about the campus related drug incident from different sources, e.g. the media and through discussions with other parents. Schools should be careful when handling enquiries from the parents to avoid creating misunderstanding. Schools can adopt the following measures with reference to different requirements:

1. Parent-Teacher Association General Meeting

If the campus related drug incident had not caught public attention, schools can release the information at the Parent-Teacher Association General Meeting to enable Parent Representatives to know about the incident. The school can express its stance and actions taken at the Parent-Teacher Association General Meeting

2. Parent-Teacher Association Special Meeting

If the Campus related drug incident had caught public attention, schools can convene a Parent-Teacher Association Special Meeting to explain the matter to the parents and teachers. Schools can also invite the Parent-Teacher Association to provide assistance to make known to other parents the stance and actions taken by the schools.

3. Distribution of Circulars to All Parents

If the campus related drug incident had caught public attention, schools should distribute circulars to all parents, so that the parents would know about the stance and actions taken by the schools to avoid unnecessary speculations.

Responding to Parents' Enquiries

If the Campus related drug incident had triggered discussions among the parents, schools may receive parents' enquiries from different channels. Schools should give responses carefully to avoid creating misunderstanding.

1. School General Office receiving enquiry phone calls from Parents

If the School General Office receives enquiry phone calls from the parents, the Principal should be notified immediately. The Principal should appoint the Parents Liaison Member of the Crisis Management Team to give response to the enquiry. The Parents Liaison Member should avoid releasing personal information of the students involved, yet s/he should clearly express the school's stance and the measures adopted when handling the matter.

2. School receiving letters from Parents

If the School General Office receives letters from parents wishing to enquire about the campus related drug incident, the letters should be handed over to the Principal. After discussions with the Crisis Management Team, the school should issue a formal reply. The school should avoid releasing personal information of the students involved, yet the school should clearly express its stance and the measures adopted when handling the matter.

2.4.4 Managing the Media, and the General Public

Dealing with Media and Public Organizations

If the campus-related drug incident had been reported by the media, the situation would become complex. Schools should handle the matter with care, if not, the schools' reputation would be harmed. Here are some recommendations for the schools' reference.

1. Credibility

Campus related drug incidents should be handled by the Police directly. Schools should appoint appropriate persons to follow-up the cases.

2. Communications

- The Crisis Management Team can organise meetings to discuss the matter with the Students or their representatives or referral organizations in order to gain an understanding on the students' condition
- Schools should ensure that all teachers know about the matter, and schools should notice whether there are unhappy feelings spreading among the teachers.

3. Support

Schools can consult third parties for support on professional matters, e.g. psychologists or lawyers

4. Good Public Relations

- To prevent discrepancies between the information released, schools should appoint a spokesperson who should be responsible for handling enquiries from the public or the press. The spokesperson should be fully familiar with the incident, and s/he should also be familiar with the policies and operations of the schools.
- Schools should provide timely response to complaints to the public. Hence, schools should inform the public their measures taken within a day or two.
- Schools should decide whether they would be taking further actions, e.g. issuing press release.
- Schools should consider whether issuing information to the press would result in litigation. The information released should not be ambiguous, nor should it be irrelevant. The School Council should strictly abide by the Personal Data

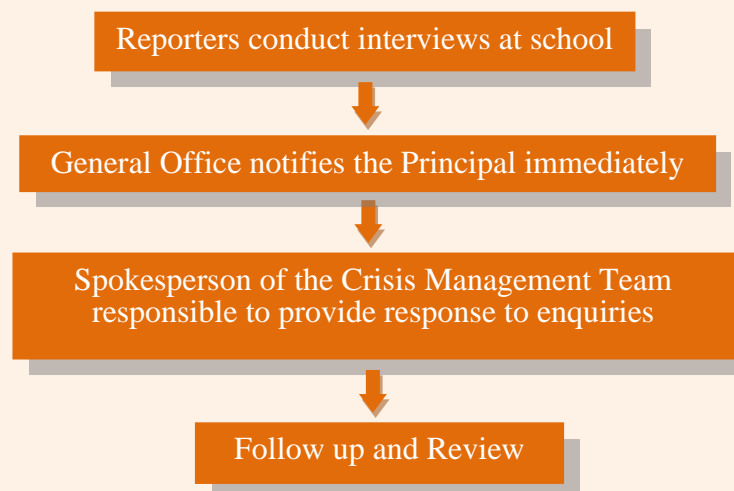
(Privacy) Ordinance, and ensure that the information released is true and accurate to the best belief of the schools.

5. Review

After the complaints had been settled, the schools should review the treatment of the entire case, in particular, the public relations strategies adopted. Conclusions should be reached after the reviewing process, so that improvements can be made in the future. Schools should record in detail all related cases, including the conclusions of the review before filing.

Once a campus-related drug incident occurred, the media may visit the school to conduct interviews. The school should keep calm and handle the matter with care. If not, the School's reputation may be damaged. The school may adopt the suggestions below and formulate a cooperation strategy with the media.

(1) Reporters receive information, and conduct interviews at school



Note:

- Spokesperson should give careful response to enquiries. If necessary, spokesperson can indicate that the school would make formal announcement in the near future
- Spokesperson should make a record of his / her response for future reference to avoid discrepancies.

(2) School to host Press Conference: If necessary, the school can decide to invite Reporters to the Press Conference



Note:

- Crisis Management Team determines the information to be released
- Reply slips should be sent out with the Invitations to the media, so that the school can estimate the no of attendance and prepare for the venue
- Avoid discrepancies of information released
- Designated person to jot down important notes during the Press Conference
- After the Press Conference, pay attention to the media reports and make records of the same
- After the Press Conference, conduct a review and discuss follow-up activities

3. Referral, Follow Up and Support

3.1 Referral

If students have drug problems, schools should follow a set of procedures to refer the case to different personnel

Before providing the drug taking students with further referral services, we would need to understand the degree of dependence of the Students on drugs before we can judge which kind of referral services the Students need.

The degree of dependency of students on drugs can be dissected into 3 categories:

- Physical Dependence
- Psychological Dependence
- Social Dependence

Physical Dependence:

This means that the drug addicts would display painful withdrawal symptoms when they stop taking drugs, e.g. cramps, stomach ache, headache, insomnia, hallucination and mentally deranged, etc

Psychological Dependence:

This means that the drug addicts would display negative feelings and moods when they stop taking drugs, e.g. depression, desperation and sense of powerless, etc

Social Dependence:

Recently, this is the most focused on topic. The drug taking habits stem from social activities, e.g. birthdays, festival celebration and gatherings, etc.

Apart from getting to know the degree of drug dependency of students, we also need to take into consideration the stages of drug dependency of students. The stages of dependency of students on drugs can be dissected into 3 categories:

- Preliminary Trial Stage
- Intermittence Drug Taking Stage
- Dependence Stage

Preliminary Trial Stage

- Free supply
- Group sharing
- No fixed drug taking time or mode

Intermittence Drug Taking Stage

- Regularly visit entertainment venue with an intention to take drugs, e.g. every holiday or festival
- Take drugs on every visit to entertainment venue
- Drug tolerance
- No obvious side effects

Dependence Stage

- Actively looking for / buying drugs
- High drug tolerance
- Increase dosage and drug kinds for better effect
- Starts to take multiple kinds of drugs at the same time

Students at different drug dependency stages need different counselling services. Schools should take into consideration the different drug dependency stages of the students when organizing counselling services for them.

3.1.1 Referral Procedure

School Internal Referral

If Campus-related drug incident took place, we would recommend the schools to invite School Social Worker to intervene at the earlier opportunity; so that they can use their professional knowledge to help the students kick their habits. According to “A Guide on Multi-disciplinary Collaboration in School Social Work Service” published by the Social Welfare Department, the School Social Workers would conduct planning on services and promote their services to different stakeholders in the school on an annual basis. Schools and the School Social Workers should make use of the opportunity to include the methods to handle campus-related drug incidents when planning for the services. When promoting their services to different stakeholders in the school, Stakeholders should be encouraged to seek assistance from the School Social Workers when necessary.

The referral flowcharts of different scenarios are presented as follows:

- Class Teacher / Subject Teacher detect case → Discipline and Counselling Teacher → Principal → School Social Workers
- Students detect case → School General Office → Discipline and Counselling Teacher → Principal → School Social Workers
- School Janitors detect case → Discipline and Counselling Teacher → Principal → School Social Workers
- Other non-school members detect case → Discipline and Counselling Teacher → Principal → School Social Workers

Service Planning:

Planning for the Service should be conducted between June and August each year when the School’s designated team begins to plan for other activities. The major duties of the School Social Workers at this stage are:

- Assist the Principal and the Discipline and Counselling Team Leader to formulate policies, and to strengthen the whole person development of students;
- Jointly divide duties with the Discipline and Counselling Team Leader, and develop administrative procedures for referral and handling of matters; plan and implement activities;
- Formulate with the Principal the roles and duties of the School Social Workers under crisis management;
- Cooperate with the Parent Teacher Association, and encourage parents and

teachers include parental duties and family life education as part of the annual plan;

- Formulate with the Principal and the Guidance and Discipline Team Leader the roles and participation of school social workers in other Internal school Teams

Service Promotion:

- Promotion to Teachers

The School Social Workers should explain to the teachers the scope of their work, their professional duties, contact details, referral procedures and communication channels. These briefings can be conducted in Teachers' Gatherings, Teachers' Conference or School Activities.

- Promotion to Students

The school social workers should promote the school social services during morning assemblies, classroom visits and orientations; and assist students to be familiar with the objectives and contents of the services, their contact details, and the cooperative relationships between the School Social Workers, the teachers and the parents.

- Promotion to Parents

The School Social Workers should adopt different channels such as Parent Teachers Association, Parents' Day, Parents' Conference / Activities, or the issuance of circulars to brief the parents on the services. The School Social Workers should assist the parents to understand the objectives and the contents of the services, the contact details, and the sharing of work between Social Workers and parents. Parents should understand that the Social Workers are concerned about the healthy development of their children, and they worry about the children encountered in school and at home.

Reference: A Guide on Multi-disciplinary Collaboration in Social Work Services

Referral to External Bodies

Possessing and Trafficking Drugs are serious criminal matters. Taking drugs is also illegal. Should schools detect students involved in drug matters, most of the time, the students are referred to external bodies. Hence, schools must formulate a set of referral procedures for referrals made to external bodies.

After the matter has entered into judicial process, the Police would conduct further investigations.

1. Matters need to be handed over to the Police for further investigations

- The Principal → Police School Liaison Officers
→ Follow-up with School Social Workers

The schools' duties had not been completed even after the schools had handed over the matter to the Police School Liaison Officers. In order to protect the right to education of the students, students may remain in the school. Hence, all Units of the schools should actively assist the Students to turn a new leaf.

If the students' matter has entered into judicial process, the School Social Worker should continue to assist the students with reference to "A Guide on Multi-disciplinary Collaboration in School Social Work Services"

Cooperating with Social Welfare Officers who are discharging their legal duties

- If students are ordered to undergo supervision, e.g. the Court had already handed down Probation Orders, Supervision Orders under Protection of Children and Juveniles Ordinance, Custody Orders or if the case had already been classified as a matter of child abuse, the students' case would be follow up by the Social Welfare Officer. The duties of these Social Welfare Officers are assumed Probation Officers appointed by the Social Welfare Department, or Case Workers appointed by the Family and Child Protective Services or the Integrated Family Services Centers. When necessary, the School Social Workers should cooperate with the Social Welfare Officers who are discharging their legal duties to observe the behaviour of the involved students at school, and to provide assistance.
- If the Social Welfare Officers need to prepare Background Reports for the Students, the School Social Worker can provide information to the Social Welfare Officers with reference to the Personal Data (Privacy) Ordinance.
- After the Orders had expired or when the child abuse condition had improved, yet the issues between the students and the schools need to be follow-up, the Social Welfare Officers can refer the case to the School Social Worker with a written referral letter, if necessary
- After Trial, if the students are not subjected to Supervision but the Social Welfare Officers believed that there are still issues between the students and the schools that need to be follow up, the Social Welfare Officer can refer the case to the School Social Worker with a written referral letter.

Reference: A Guide on Multi-disciplinary Collaboration in Social Work Services

2. Matters not handed over to Police for investigation, yet more community resources are needed

Even though Police follow-ups are not needed for the individual Students involved in the drug matters, the schools should actively seek the assistance from community resources to assist the Students to kick their habits. At this juncture, the School Social Workers should assist Students to arrange for the use of community resources and services.

- The Principal → School Social Workers → Community Resources

Cooperation with Social Workers at Residential Services

- After the students were referred to Residential Services by the School Social Workers, if the students continue to stay in the school, the School Social Workers have to assume the role of designated case Social Workers. If the students leave school but continue to use Residential Services, the School Social Workers should transfer the case to the successor Social Workers before closing the file.

Cooperation with Medical Personnel and Medical Social Workers

- If Students need to be admitted to the Hospital or are required to receive long term treatment (i.e., attend further medical consultations at least once every six weeks), the School Social Works should obtain the consent of the students / parents with reference to the requirements of each Case, and follow the principle of “Compulsory Knowledge” to exchange student information with medical personnel via medical Social Workers. If there needs to be Case Conference in relation to the discharge of students from the Hospital, the School Social Worker should attend the meeting to assist in the formulation of Welfare Plans for the students.

Reference: A Guide on Multi-disciplinary Collaboration in School Social Work Services

3.1.2 Organizations that provide Drug Treatment and Rehabilitation Services

Counselling Centres for Psychotropic Substance Abusers (CCPSAs)

The Counselling Centres provide related information, timely counselling, drug addiction treatment programme and rehabilitation services to Psychotropic Substance Abusers. The Counselling Centres also provide information and resources to professionals who may have contacts with Psychotropic Substance Abusers in their work.

- Caritas HUGS Centre
- Hong Kong Christian Service PS33
- LC-HKS Cheer Lutheran Centre
- LC-HKS Evergreen Lutheran Centre
- Tung Wah Group of Hospitals CROSS Centre
- Hong Kong Sheng Kung Hui Welfare Council Neo-Horizon
- ELCHK Enlighten Centre

Voluntary Residential Treatment and Rehabilitation Services

Caritas – Hong Kong Caritas HUGS Centre, Society for the Aid and Rehabilitation of Drug Abusers, Hong Kong Christian Service and other Organizations made up the 40 Christian Drug Treatment Centres that provide voluntary residential treatment / rehabilitation plan with the purpose to meet the requirements of drug abusers who wish to receive voluntary residential treatment and rehabilitation services and drug abusers who wish to return to Society. Given the different background and needs of drug abusers, these Centres have developed a series of different drug treatment methods and rehabilitation plans.

Substance Abuse Clinic, SAC

The Hospital Authority had established 7 Substance Abuse Clinic (SAC) to provide treatment to persons referred by CCPSA, other volunteering organizations and other healthcare organizations. SAC also provide services to patients directly. Services include drug treatment and counselling services. Psychological treatment would be provided when necessary.

- Kowloon Hospital Substance Abuse Clinic
- Pamela Youde Nethersole Eastern Hospital Substance Misuse Clinic
- Prince of Wales Hospital Substance Abuse Clinic
- Kwai Chung Hospital Substance Abuse Assessment Clinic
- Castle Peak Hospital Tuen Mun Substance Abuse Clinic
- Queen Mary Hospital Substance Abuse Clinic
- Kowloon East Substance Abuse Clinic

Outreaching Social Work Service

- District Youth Outreaching Social Work service, YOTs
- Overnight Outreaching Service for Young Night Drifters, YND
- Other Service
- Caritas Lok Heep Club

3.1.3 Guidelines / Rules and Procedures to Sharing Internal Information, including Sensitive and Confidential Information

When schools detect individual students involved in drug matters, internal referral or external referral need to be made. The Principal, the Discipline and Counselling Teachers and School Social Workers may have the chances of possessing data of the students. When handling such information, all persons must keep the students' information confidential from unrelated persons to prevent intrusion on the Students' privacy.

The Personal Data (Privacy) Ordinance was formally enacted in 1996 with the aim to protect personal data and privacy. We must all avoid contravening the Personal Data (Privacy) Ordinance. According to the Personal Data (Privacy) Ordinance:

“Personal Data” means any information that meets the following requirements: -

- Relating directly or indirectly to a living individual;
- From which it is practicable for the identity of the individual to be directly or indirectly ascertained; and
- In a form in which access to or processing of the data is practicable.

“Third party”, in relation to personal data, means any person other than –

- the data subject;
- a relevant person in the case of the data subject;
- the data user; or
- a person authorized in writing by the data user to perform the matters below -
 - under the direct control of the data user, to collect, hold, process or use the data; or
 - on behalf of the data user, to collect, hold, process or use the data;

Excerpt from “Office of the Privacy Commissioner for Personal Data, Hong Kong”

Personal Data (Privacy) Ordinance at a Glance

Objectives

The purpose of the Ordinance is to protect the privacy interests of living individuals in relation to personal data. It also contributes to Hong Kong's continued economic well being by safeguarding the free flow of personal data to Hong Kong from restrictions by countries that already have data protection laws.

Scope of Coverage

The Ordinance covers any data relating directly or indirectly to a living individual (data subject), from which it is practicable to ascertain the identity of the individual and which are in a form in which access or processing is practicable. It applies to any person (data user) that controls the collection, holding, processing or use of

personal data.

Implications for Data Users and Data Subjects

Data users must follow the fair information practices stipulated in the data protection principles in Schedule 1 of the Ordinance.

The Ordinance gives rights to data subjects. They have the right to confirm with data users whether their personal data are held, to obtain a copy of such data, and to have personal data corrected. Any charge for providing a copy of personal data to a data subject may not be excessive. They may complain to the Privacy Commissioner for Personal Data about a suspected breach of the Ordinance's requirements and claim compensation for damage caused to them as a result of a contravention of the Ordinance through civil proceedings.

Data Protection Principles

Principle 1 -- Purpose and manner of collection

This provides for the lawful and fair collection of personal data and sets out the information a data user must give to a data subject when collecting personal data from that subject.

Principle 2 -- Accuracy and duration of retention

This provides that personal data should be accurate, up-to-date and kept no longer than necessary.

Principle 3 -- Use of personal data

This provides that unless the data subject gives consent otherwise personal data should be used for the purposes for which they were collected or a directly related purpose.

Principle 4 -- Security of personal data

This requires appropriate security measures to be applied to personal data (including data in a form in which access to or processing of the data is not practicable).

Principle 5 -- Information to be generally available this provides for openness by data users about the kinds of personal data they hold and the main purposes for which personal data are used.

Principle 6 -- Access to personal data. This provides for data subjects to have rights of access to and correction of their personal data.

Exemptions

The Ordinance provides specific exemptions from the requirements of the Ordinance. They include:

- a broad exemption from the provisions of the Ordinance for personal data held for domestic or recreational purposes;
- exemptions from the requirements on subject access for certain employment related personal data; and
- exemptions from the subject access and use limitation requirements of the Ordinance where their application is likely to prejudice certain competing public or social interests, such as: security, defence and international relations; prevention or detection of crime; assessment or collection of any tax or duty; news activities; and health.

Schools should consult “Personal Data (Privacy) Ordinance, Cap. 486 – Points to Note” for Guidance on Personal Data (Privacy) Ordinance.

Excerpt from “Office of the Privacy Commissioner for Personal Data, Hong Kong”

3.1.4 Clear Guidelines on the Release of Information to Non-Government Organizations, Police School Liaison Office and Other Organizations, etc

If School Social Workers need to make use of resources from outside the school to assist students to resolve their drug problems, they need to keep the Students' data confidential from unrelated third parties, when referring cases to prevent intrusion on the students' privacy.

Measures Undertaken to Abide by the Personal Data (Privacy Ordinance)

Reporting Organizations should adopt the measures below when collecting information:

- Display “Notice to Data Party – Collection of Personal Data to Submit to Central Registry of Drug Abuse” in the place where the data is collected, i.e. the Reception Area or the Conference Room. A copy of the “Notice to Data Party – Collection of Personal Data to Submit to Central Registry of Drug Abuse” should be given to the Data Party. The Notice should contain information provided to the Party in paragraph 6, and a Sample of the Notice.
- If the Reporting Organizations interviews the Data Party outside their office and collects personal information at that venue, or if the Data Party does not seem to be literate, the Reporting Organization shall consider the actual condition, and verbally inform the Data Party of the contents of paragraph 6 above. If the actual condition does not warrant, or if the Data Party is too young, or is mentally incapacitated and lacks the capacity to understand, there is no need to verbally inform the Data Party of the contents of paragraph 6 above. However, under such condition, the Reporting Organization shall inform the parents / guardians or the persons responsible for the management of affairs of the Data Party, of the contents of paragraph 6 above, to ensure the Data is collected in a fair way.

Excerpt from “Reporting Data to Central Registry of Drug Abuse and Compliance with Personal Data (Privacy) Ordinance”

3.2 Follow-up

The Crisis Management Team shall invite the related teachers (the Team members can include the Principal, Vice Principal, guidance and discipline teacher, class teacher and School Social Worker) to convene a meeting at the earliest convenience to assess the case, to determine whether to close the case, or to refer the case to other internal organizations/ small groups to follow up the matter for a long period of time. If necessary, the Crisis Management Team shall invite external organizations (e.g. Social Welfare Department, Counselling Centres for Psychotropic Substance Abusers) to assist in the formulation of feasible solutions to help the students return to a healthy life.

Schools should arrange for school social workers / external organizations to follow up on family support issues of the cases. Schools should collaborate with parents, different resources in the community and assume the role of an educator to encourage students in their learning process, and to provide sufficient learning opportunities for students. Schools should consider:

- Schools should not use “Isolation / Suspension / Eviction” to punish the students. Schools should adopt the principal of “No Child Left Behind” so that the students involved could learn and grow in a normal learning environment
- If the schools do not have sufficient facilities, they should not isolate the students as this would increase the chances of the students taking drugs
- In relation to the decisions of “Isolation / Suspension / Eviction”, schools should convene a meeting with the parents of the students involved, and provide clear accounts of the arrangements for “Isolation / Suspension / Eviction” and the post-treatment strategies adopted, e.g. referral to community drug abuse counselling centres.
- Regardless of whether the schools had decided that the students be “isolated / suspended / evicted”, schools should arrange for the School Social Worker and an experienced teacher to provide support to the family, and to follow-up the case
- If students are “isolated / suspended / evicted”, they should receive regular counselling services from the School Social Workers in order to kick their habits
- If drug taking behaviours of the students are related to other problems, e.g. family problems, psychological problems, child abuse problems, the School Social Workers and the teachers should immediately transfer the case to other related organizations (e.g. Outreach Social Workers, Social Welfare Department) for follow-up
- If the involved students lack the motivation to study, the schools can consider to arrange alternative or adjusted curriculum in accordance with the education needs of the student, so that the student can continue with their studies

In addition, after detailed and careful assessments are completed, schools can assist students in the arrangement of appropriate intervention, so that students can more easily kick their habits. Listed below are some of the issues for considerations. With the changes in certain factors, the drug taking circumstances of the students may change:

Students' Personal Condition

- Students' Family records, e.g relationships with family members
- Students' previous education conditions (e.g. Primary School, Secondary School, etc)
- Students' age and development conditions
- Students' emotion and mental health conditions
- Any related conditions (interpersonal relationship: e.g. classmates, friends, neighbours, etc)

Students' Personal Motivation

- The personal motivation is very important in drug treatment. If students do not take drugs as a serious problem, they would lack the motivation to kick the habit.

3.2.1 Counselling Techniques for Drug Taking Students

Teachers or School Social Workers who assist drug taking students must equip themselves before handling the cases. They should have a basic knowledge on drug taking and the tools, the features and characteristics of drug takers, the terminology used and the effect of taking drugs, so that they can guide the students to understand the problem accurately.

Teachers and School Social Workers should systematically provide counselling services with reference to the Students' individual background, degree of dependency and needs for anti-drug treatment. Teachers who are responsible for the provision of anti-drug counselling shall possess basic knowledge on withdrawal effect, drug treatment process and techniques to prevent relapse. If the teachers do not possess such knowledge, they need to cooperate with other Drug Rehabilitation Social Workers to provide counselling services, or refer the students to suitable drug rehabilitation organizations. Rehabilitation Services organised by schools for students and the underlying philosophies are as follows:

Things to Note:	Philosophies
<ul style="list-style-type: none">• Provision of adequate information• Assist in the handling of problems encountered in everyday life• Provision of diversified activities• Assistance in the planning of life• Medical check-ups	<ul style="list-style-type: none">• Enables Students to understand the effect of drug taking activities• Understand and resolve the reasons for Students to take drugs• Assist drug taking students to re-establish their lives• Assist drug taking students to re-establish goals for living• Enables students to understand the harmful effect of taking drugs to the human body

Provision of adequate information

- How drugs can affect the human body
- Risks to social life brought about by taking drugs, e.g. how taking drugs can affect social skills
- Taking, Possessing and Trafficking drugs are illegal activities
- Criminal liabilities of Taking, Possessing and Trafficking drugs
- How drugs can affect one's future
- How drugs can affect our beloved ones (i.e. family members)

Assist in the handling of problems encountered in everyday life

- Improvement on social relationships, communication skills
- Assist in the handling of problems encountered in everyday life, i.e. family, academic and economic problems
- Train Students' perseverance skills, and courage to resist temptation

Tips:

Drug treatment may take a long period of time. Sometimes, the receiver of treatment may revert to taking drugs during the drug treatment process. The counselling personnel should continue to assist the students with patience, and employ community resources at appropriate time to assist the students.

Provision of diversified activities

- Encourage drug taking students to participate in school internal activities
- Encourage drug taking Students to participate in volunteering services
- Encourage drug taking Students to participate in activities hosted by local organizations

Life planning

- Reorganize their values, establish self-esteem and confidence
- Assist Students to understand their abilities
- Assist Students to understand their ideal mode of life
- Assist Students to establish their goals and plan their lifes

Medical check-ups

- Organise drug taking students to attend medical check-ups to understand how drugs can affect their health.

Note: Counselling services must correspond with the degree of drug dependency and drug history of the students. Basically, this can be classified as the Preliminary Trial Stage, Intermittence Drug Taking Stage and the Dependence Stage. Each of the stage should have corresponding counselling services.

Preliminary Trial Stage

Students in this stage have not developed a dependency on drugs. Schools should understand the reasons of their taking drugs and provide corresponding counselling services.

- Provision of adequate information
- Assist in the handling of problems encountered in everyday life
- Diversified activities
- Basic medical checkups

Intermittence Drug Taking Stage

- Provision of adequate information
- Assist in the handling of problems encountered in everyday life
- Diversified activities
- Life planning
- Regular medical checkups

At this stage, we can organise intensive counselling services to students with durations of one to two months. During the counselling period, we would focus on the organization of activities for the students to assist them to re-build their life. There should be an assessment after the counselling services to determine whether there needs to be further counselling services provided to the students.

Dependence Stage

At this Stage, students have a high dependency on drugs. Apart from basic counselling services, the schools should organize detailed medical checkups for them to enable them to understand the damages brought by drugs to the human body. Students should also be referred to Counselling Centres for Psychotropic Substance Abusers for professional services.

- Provision of adequate information
- Assist in the handling of problems encountered in every day life
- Diversified activities
- Life planning
- Detailed medical and health checkups

At the same time, we can organize intensive counselling services for students at this stage with duration of three to four months. During the counselling period, we would

focus on the organization of activities for the students to assist them to re-build their life. There should be an assessment after the counselling services to determine whether there needs to be further counselling services provided to the students, i.e. Voluntary Residential Treatment and Rehabilitation Services.

Counselling Skills

1. Facing Ambivalence

To the persons Involved, taking drugs may have subjective advantages, e.g. forgetting about sorrows and killing time, getting high and getting recognised by peers and classmates, etc. Even though the Persons Involved may face a lot of adverse consequences, this does not mean they can forget about the “advantages” seen at the very beginning. Therefore, when drug taking students are faced with the dilemma of whether to undergo drug treatment or not, they would often adopt a defensive mode. They may even challenge the teachers, and raise difficult questions like, “What is bad about taking drugs”, “Being awake is more painful than taking drugs, why should I stop taking drugs?”, “What can I do to stop the empty feeling when I stop to take drugs?” and “If I am careful when I take drugs, I would not become addicted.” Teachers and the school social workers need to be sincere, and employ their professional knowledge and attitude to provide answers to the enquiries.

Teachers and school social workers should first understand the ambivalence, the struggles and difficulties of undergoing drug treatment which are faced by students, so that the teachers and School Social Workers can provide ready answers to questions raised by the students. teachers and School Social Worker can provide Alternatives to Students to assist them to combat their phobia to drug treatment. When Students are able to overcome their ambivalence, they may be able to take their first step to change.

2. Breakthrough the Spiritual Soft Spot

What is “Spiritual Soft Spot”? To drug takers, this is the reasons for not continue to taking drugs (i.e. the idea of “not worth it”). Regardless of how taking drugs is bad, and how it is not socially acceptable, if Students subjectively believed that taking drugs is not a problem, and think that there is no need for any change, they would not make any change. Hence, teachers and School Social Workers should stand in their shoes and investigate their consideration given to taking drugs and find examples of “unworthiness”. Perhaps, a person, a matter, a wish, an opportunity or a wrong would make them refuse to take drugs. Examples of Spiritual Soft Spot may include:

- “I cannot let my Teachers, my Mother down”

- “I don’t want to make myself look old and ugly by taking drugs.”
- “I do not want to lose my beloved girlfriend.”
- “I don’t want to get arrested and convicted because of taking drugs.”

Tips: Teachers and school social workers can find the “Spiritual Needs” and “Spiritual Soft Spots” of the drug taking students, and provide systematic guidance.

Each person should have something they treasure much. If we can detect the “Spiritual Soft Sport” that they treasure and cannot risk to lose, we can provide them with systematic drug treatment. However, these “Spiritual Soft Spots” must be discovered by the students with the guidance of their teachers, rather than somebody telling the students what their “Spiritual Soft Spots” are. If not, there would not be any motivation for the students to undergo drug treatment.

One thing to note is that the drug taking students would demonstrate unstable behaviour during the withdrawal stage; they particularly need the patience and perseverance of teachers and school social workers to assist them in resolving their drug problems with professional knowledge and intervention measures.

3. Wheel of Change

Excerpt from “Anti-drug Formula: A Collection of Articles about Experience on the Prevention and Handling of Youth Drug Taking Methods” published by the Hong Kong Federation of Youths.

The major element to drug treatment is to trigger the drug taking Students’ motive to changes, and to reinforce their motivation to undergo the Drug Treatment Plan formulated. In other words, Students are encourages to find out their needs for change, and put them into action. According to Prochaska and Ciclemente’s Wheel of Change espoused in 1982, the common person who attempt to Change (Drug Treatment) would experience Six Stages as their motivation changes.

1. Pre-contemplation Stage: Deny or not detect there is problem with oneself or there needs to be change. People would selectively believe that there are exceptions to taking drugs when they have not experienced any problems as the reason for them to continue to take drugs. Making change is not an option for those People;
2. Contemplation Stage: Ambivalence experienced. People would start to admit there are certain effects for taking drugs as they started to face their problems. However, they do not have sufficient determination and motivation to make the change;
3. Preparation Stage: Acknowledge the seriousness of the problem, and understand that there must be a change. They think that there are opportunities for changes, and they have a certain degree of motivation for changes and they have also devised plans for changes. However, they have not demonstrated concrete changes;
4. Action Stage: Adopt special methods for change. However, sometimes, the behaviour of change is unstable;
5. Maintenance Stage: Changes had been made for a period of time. The

Person is able to maintain the fruitful results of the Action Stage, and they are living a changed life. They are preventing the bad habits from relapsing;

6. Relapse Stage: Encountered certain precipitating cause in the Maintenance Stage, or they have met with pressure as their lifestyle changes such that their habits relapsed.

Six Stages of Change:

1. Pre-contemplation Stage
2. Contemplation Stage
3. Preparation Stage
4. Action Stage
5. Maintenance Stage
6. Relapse Stage

According to the research, most person would experienced the above cycle three to seven times before they can formally kick their habits, i.e., people would experience the cycles displayed in Figure 1 three to seven times before they can completely kick their habits. However, regardless of which stage the drug taking Students are in, the principle and technique of motivational interviewing would assist Students to change their motivation to change and their opportunities to take actions. During the preparation of assessment of the Stages at which the Students are currently positioned, teachers and School Social Workers should take the opportunity to provide students with objective information and employ response techniques and empathy to tell the students that they understand the difficulties faced by students when they undergo drug treatment. Teachers and School Social Workers should find out for the students the discordant between drug taking behaviours and their objectives for the future and avoid arguing with students. Teachers and school social workers should manage their resistance to drug treatment and strengthen their self-efficacy, so that the students are able to understand the potential problems underlying drug taking activities, and to eliminate their ambivalence. In this way, students can embark on a process of change. Students in the relapse stage always have guilty conscience and treat relapse as a total failure. Teachers and School Social Workers can make use of the Wheel of Change to encourage them, and explain to them relapse can be treated as another start for change. If Students are able to manage their problems properly and learn from their mistakes, this may enable them to completely kick their habits more swiftly

4. Motivational Interview (Special Thanks to Dr. Andrew M.H. Siu)

Teachers or school social workers can make use of motivational interview to advance the drug taking Students to another level of Changes.

The Keys:

- Changing the motivation to take drugs mainly depends on the students caring for their deteriorating health, and in response to the love and care provided to them by their family
- During the counselling services to change their drug taking habits, Students mostly remain and struggle in the Thinking Stage and Action Stage. Teachers and School Social Workers could guide the students in the ways to establish self-efficacy and self-management.

Process of Motivational Interview (Excerpt from Caritas - Hong Kong A Journey of Awakening)

1. First, invite participants to participate in assessment for body and brain functions
2. Provide assessment results to psychological health, body condition and brain function
3. Explain and clarify the results
4. Invite participants to give comments
5. Listen to the results of the Participants' explanations
6. Listen to Ambivalence and Change Talk
7. Explore Change Talk and provide a summary
8. Acknowledge key Ambivalence, Motivation to change and Stage of Change of drug takers

Motivation to Change

1. Express Empathy
2. Discover Ambivalence and Discrepancy
3. Avoid Argument
4. Roll with Resistance
5. Support Self-efficiency to quit drug

Technique of Motivational Interview used in the Discussion of Assessment Reports

1. Permission to explore:
 - a. Do you wish to hear about my concern to your Big Change Project? Do you wish to hear about how other people avoid seeing their old friends?

Tips:

Keys to Motivational Interview:

- Changing drug taking habits is a long term struggle. We have to prepare to go to a higher Stage.
- We need to aggregate the principles of Stage of Change to understand the problems faced by the other party at certain Stage in order to adopt appropriate support solutions.

2. Provision of clear and simple messages:
 - a. Drugs have an apparent effect on concentration and the faculty of memory
 - b. Most long term drug addicts worry about suffering from mental disorder. In fact, there is a serious relationship between long term drug taking and mood disorders.
3. Provision of choices:
 - a. In face of pressure, some people would calm themselves and silently count from 10 to 1; some people would listen to music

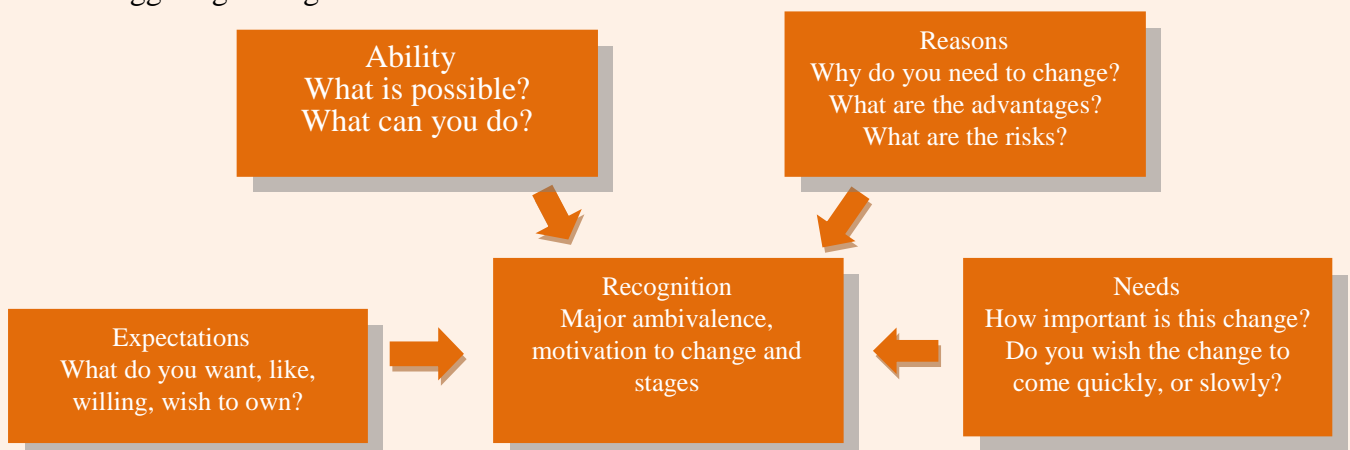
4. Discussion on other people's course of actions:
 - a. Some people would do when face with your situation

5. Chunk-Check-Chunk:
 - a. Dissect information into short messages. Check if the other party understands and agrees with each of the point that you mentioned.

6. Elicit-Provide-Elicit:
 - a. You have already known....?
 - b. What do you think about this?
 - c. What else do you want to know?

7. 60-second messages of hope and encouragement:
 - a. You may improve your health if you embark on certain courses of actions. However, only you yourself know when the best time to embark on the course of actions is. You have agreed to come back and see me, however, at this stage, you do not perfectly clearly know how you can make changes, e.g. diet, exercise and drug taking habits. Even though you have not changed, I do not wish to make you feel guilty. We have time to make another plan. Perhaps, you can first consider making changes which you feel confidence with. Next time we meet, we can discuss this question again. I will do the best I can to assist you to spend this difficult time.

Triggering Change Talk



3.2.2 Assisting Drug Rehabilitated Students to Establish a Healthy Life

Different researches have found that drug addicts who had undergone treatment had a high probability to revert to their drug taking habits in the first year. Hence, Schools have the need to continue to assist students who are undergoing drug treatment to re-establish a healthy life in order to reduce the chances of Students taking drugs again. Schools can organize diversified activities for the Students, and continue to assist them to re-establish a healthy life.

Schools can organize a variety of activities for students who undergo drug treatment:

1. Participating in different interest groups

Schools can arrange for Students to participate in different interest groups in the Schools in accordance with the respective hobbies of the students, i.e. guitar class, dance class, etc.

2. Participating in Uniformed Organizations

Uniformed Organizations can effectively cultivate students' discipline and team spirit. Hence, schools can arrange for students to join Uniform Organizations to assist them to rebuild a healthy life.

3. External Volunteering Services

To encourage drug taking students to reconnect with the community, schools should arrange for students to participate in different community services.

3.2.3 Methods to manage other Stakeholders

When following up on the drug taking students, Schools should focus on the needs of other stakeholders in order to provide appropriate follow-up services.

Parents of the Students Involved

- a. If family problem is the reason of why the students take drugs, the School Social Worker needs to provide long term support to the students Involved in order to assist the students to resolve their family problems. These could include home visits on a regular basis, etc.
- b. Based on the “One Family One Social Worker” Principle, if there are more than one service unit providing services to the students and their families, all units should communicate and decide to appoint a Social Worker in charge to manage the case quickly.

Police School Liaison Officer

- a. Schools should continue to work closely with the Police School Liaison Officer and exchange useful information. It is hoped that the drug problems can be resolved in the School Campus and the community at once.

3.3 Support

3.3.1 Partnership Relationship between Families, Schools and the Community

Chapter 4 Home-School-Community Partnership

Introduction

Parents have a unique knowledge and understanding of their children, being their first and most influential educators. Home-school cooperation is thus important to the educational outcome of children. Much research has concluded that active parental communication with schools is one of the key variables associated with school effectiveness. The more effective involvement the parents are with their children's schooling, the more the children are likely to do well. To keep in pace with the educational development and strengthen the sense of responsibilities of the younger generation, both parents and teachers need to acquire and improve their skills in working with one another.

Schools should take the initiative to enhance home-school cooperation and communicate with parents. With their initiation, this would assist in deepening home-school cooperation. The school can serve the community through the provision of multi-learning experiences for students' whole person development. The active participation of the school head and staff in community activities will foster stronger ties with the community, which will bring about positive image for the school concerned.

An effective home-school-community partnership will allow schools to tap more fully into the resources of other stakeholders in the community in order to enrich the quality of education offered. Furthermore, it will facilitate better co-ordination of these resources for the promotion of students' development in their life-long learning.

Roles and responsibilities of parents

In the belief that strengthening the roles and responsibilities of parents will enhance home-school cooperation, the following paragraphs give an overview of the roles and responsibilities of parents

1. As partners of the school, parents' roles should include:
 - a. playing an active role in the education of their children;
 - b. understanding the learning and development of their children;

- c. showing an active interest in their children's schooling;
 - d. participating in activities related to the education of their children;
 - e. co-operating with the school and other parents in the interests of their children's education;
 - f. understanding the school vision and mission and playing an active role in communicating with schools;
 - g. be supportive to school's implementation of educationally desirable policies;
 - h. be aware of their rights and responsibilities in relation to the education of their children and to become school's assets for the school's smooth operation; and
 - i. providing opinions and suggestions for school improvement.
2. As clients of the school, the responsibilities of parents should include:
 - a. understanding the learning process of their children;
 - b. understanding the operation of the school;
 - c. appreciating the child's performance at school;
 - d. understanding the assessment mechanism of the school; and
 - e. exploring other matters related to the educational development of their children
3. As decision-makers of the school, parents should:
 - a. vote in or stand for the election of parent managers on the SMC; and
 - b. put forward views about what the school is doing and make suggestions on how it should be run.
4. As home-educators, parents should:
 - a. provide basic care and guidance towards the good behavior and habits for the whole person development of their children; and
 - b. keep school staff informed of their children's progress and significant events that may affect their children's learning.

Home-School partnership

Policy and opportunities for parental participation

1. To develop a home-school cooperation policy

Schools should develop their own policy to promote the role of parents in school affairs, including parental participation in decision-making. An open and inviting school atmosphere will certainly encourage parents to participate in the school's affairs and help foster mutual trust. In drawing up the policy, the SMC has to consider the needs of the students and build on the strengths of the school.

2. To provide opportunities for parental participation

There are sundry ways of involving parents in the education of their children on a regular or ad hoc basis. Common practices that involve them in the day-to-day school work include:

- a. assisting students with their class activities;
- b. adjudicating in student competitions;
- c. helping in school functions/ ceremonies;
- d. coaching for extra-curricular activities; and
- e. assisting in the preparation of teaching aids and other non-teaching tasks.

Schools may also invite parents to serve on school committees, in particular those relating to student affairs, such as school bus committees, student discipline committees, tuckshop committees and fund-raising committees. Such involvement allows parents to join hands with teachers in contributing their ideas, experience and resources for improving school operations.

Parents can also serve on the SMC as managers to raise their concerns and give advice on the education that students receive. Partnership with parents in school governance will provide management with wider perspectives and better knowledge when making decisions.

The spirit of School-based Management is thus realized through the broadening involvement of key stakeholders (including parents and the community) in school education. In particular, the process of decentralization from Education Bureau to School Management Committee and School Management Committee in turn

sharing this decision-making power with other key stakeholders will harness the support of the community for bottom-up initiatives pertinent to the needs of individual schools.

Means of effective communication

It is important that there are channels for two-way communication between schools and parents. The following are some examples:

1. To develop a climate and setting conducive to home-school cooperation

Schools should instill a warm atmosphere to encourage parents to visit and attend school functions. Parents should be made to feel that their presence is welcome and their involvement appreciated. In interviews related to children's problems, there should be sensitivity to parents' feelings and respect for their points of view. Moreover, schools should take care to protect the privacy of students and parents. Suitable rooms can be arranged for interviews and meetings. Space permitting, schools may also consider designating an activity room/ meeting area to conduct various home-school activities. Such moves will build up the goodwill which is a prerequisite for effective home-school partnership.

2. To facilitate the communication between parents and school personnel

To a large extent, the quality of home-school cooperation hinges on teachers and staff having active contacts with parents. The school personnel should be trained and encouraged to enhance communication with parents whole-heartedly to establish an ambience in school with mutual appreciation and respect.

3. To set up a parents' network and a Parent-Teacher Association (PTA)

- a. Another useful idea is for the school/ class teacher to build up a network for parents so that the problems related to children's development can be solved through support and help among themselves. The parents' network will also help the school to promulgate the principles underlying their policies and gain direct access to parents' views.
- b. Parents may also be encouraged to form small groups for experience-sharing on parenting and guidance to students.

- c. On a more formal level, the establishment of a PTA serves as an official channel for communication between the school and parents, for example in the formulation of school policies. Parent representatives will be elected from members of the PTA to serve as managers on the SMC. For information regarding the setting up of a PTA, please browse the “Committee on Home-School Co-operation” website.
- d. Furthermore, parents’ network can be extended to the community through active participation in the programmes organized by the FPTAs so that they can learn and support each other. For relevant information, please visit the “Committee on Home-School Co-operation” website.

To keep parents well informed

- a. A more transparent and accountable management means better school management. Hence, schools should provide parents with regular up-to-date school information, including curriculum matters and major school development items. Difficulties encountered when implementing various initiatives should be adequately communicated so that parents may render support.
- b. The information can be disseminated through newsletters, parents' meetings and the school's homepage on the Internet. A list of school information and documents to be provided for parents is suggested as follows:
 - School Development Plan, Annual School Plan and School Report
 - Procedures for dealing with student matters (typhoon and heavy rain, traffic arrangements in bad weather, school rules, reward/ punishment system, sick leave reporting system, channels/ arrangements for parent-school communication)
 - School calendar and holiday list
 - A statement of school fees, and scholarship schemes if any. A list of all other approved collections
 - A financial statement (at the end of the school year) of the expenses related to collections for specific purposes and also every incident of fund-raising activities for school purposes
 - Means of communication between schools and parents
 - Other relevant information e.g. information on schools’ current development can be retrieved from the “Profiles of Kindergartens and Kindergarten cum Child Care Centres”. “Primary School Profiles”, “Secondary School Profiles” and “Special School Profiles”. Schools are

held responsible for the information they provided in the school profiles.

c. It is also a common practice for schools to publish school brochures for parents and the public. The following are the suggested items to be included in the brochures:

- School history, motto/ mission, etc.
- Enrolment
- Class organization
- Teacher - student ratio
- Profile of the teaching staff (including qualifications and experience)
- Admission policy and application procedures
- Curriculum policies
- Time-tabling arrangements (including the summer timetable or examination arrangements)
- Homework policy
- Medium of instruction
- Extra-curricular activities
- School facilities
- Long-term plan and brief summary of the annual school plan for the following year, highlighting the major concerns of the year and the arrangements to achieve the school goals
- Activities of school's PTA or matters in relation to home-school cooperation
- Other distinctive features

Parent education programmes

Schools or the PTA may organize parent education programmes with the help of social workers, counsellors, the community and relevant government departments. Due emphasis should be placed on parenting and communication skills. Not only will this enrich parents' knowledge and skills, they will also be more confident and have a wider perspective when they have a thorough understanding on school/ educational matters. In organising parent education programmes, schools may, apart from deploying the school resources, apply for the Home-School Cooperation Project Grants, the Quality Education Fund, and collaborate with non-government organisations.

Excerpt from "School Administration Guide"

3.3.2 Community Resources

If students are suspected to be taking drugs, schools should transfer the case to the School Social Workers. The school social workers should exercise their professional knowledge to organize the most appropriate intervention services for students; and to maintain close communications and contacts with the Class Teachers and the Discipline and Counselling Teacher to jointly work on and follow-up on the students' cases. If necessary, the School Social Worker should visit parents or perform home visits jointly with the Class Teachers and the Counselling and Discipline Teachers. If the School Social Workers find that the students need more support services, they can arrange more external school resources for the students. Alternatively, the Social Workers can refer the students to appropriate organizations. The School Social Workers should assume the bridging role between community resources and the schools.

There are a variety of resources available in the community providing appropriate services to students taking drugs. In particular, there is a CCPSA, and Outreach Social Workers from non-Government Organizations in each District to provide professional services to students taking drugs. (Refer to Appendix 15)

In addition, different organizations provide a variety of educational services to the schools. Those educational services include hosting seminars for the students, and provision of display boards or exhibitions, etc. The School Social Workers can elect for appropriate services with reference to the needs of the schools.

Basically, community resources can be classified as:

Provision of After School Care and Activities

1. Fee Waiving Subsidy Scheme under After School Care Programme, ASCP
2. Children and Youth Centres, CYCs
3. Integrated Children and Youth Services Centres, ICYSCs

Outreach Services

1. District Youth Outreaching Social Work Service, YOTs
2. Overnight Outreaching Service for Young Night Drifters, YND

Anti-Drug Treatment and Support

1. Counselling Centres for Psychotropic Substance Abusers, CCPSAs
2. Community Support Service Scheme, CSSS

Special Services

1. Caritas Lok Heep Club
2. Voluntary Residential Treatment and Rehabilitation Services

Introduction on Community Resources

Community Resources (Provision of After School Care and Activities)

1. Fee Waiving Subsidy Scheme under After School Care Programme, ASCP

Introduction

After school care programme (ASCP) aims at providing supportive services for children aged six to twelve whose parents are unable to provide proper care for them during after-school hours owing to work or other reasons. Services provided include homework guidance, meal service, parent guidance and education, skill learning and other social activities. ASCP centres are operated on a self-financing and fee charging basis. SWD provides full fee waiving or half fee reduction subsidies under ASCP for needy low income families and recipients of Comprehensive Social Security Assistance.

Objective

- To enhance self-reliance through employment among parents who fail to seek open employment or to attend employment retraining / job attachment owing to child care duties;
- To strengthen supporting services for single-parent families, new arrival families and CSSA families in child caring;
- To prevent children from being left unattended or falling prey to undesirable gangs after school.

Types of Fee Waiving Subsidy

- Families with monthly income at or below 55% of Median Monthly Domestic Household Income (MMDHI) will receive full fee waiving.
- Families with monthly income above 55% but not exceeding 75% of MMDHI will receive half fee reduction.

The latest Median Monthly Domestic Household Income can be downloaded from:

http://www.swd.gov.hk/tc/index/site_pubsvc/page_young/sub_ascp/

Eligibility for Fee Waiving Subsidy

Parents who would like to apply for full fee waiving or half fee reduction must continue working or attend employment retraining/job attachment or seek open employment. They should declare their financial condition (Applicants have to provide income proof, e.g. salary statements, bankbook. Those without income proof have to make statutory declaration about their total family income).

Ways of application for Fee Waiving Subsidy

- Applicants can direct approach ASCP centres which can provide and approve fee waiving/subsidies according to their financial situation.
- Cases can be referred by social workers from SWD or NGOs after assessment (remarks: cases on Comprehensive Social Security Assistance must be referred by social security officers).

List of Service Units Providing Fee Waiving Subsidies under After School Care Programme (ASCP)

The name, address and telephone number of service units providing fee waiving subsidies under ASCP can be downloaded from

http://www.swd.gov.hk/tc/index/seote_pubsvc/page_young/sub_ascp/

2. Children and Youth Centres, CYCs

Service Description

Children and Youth Centres are established to encourage children and youth to engage in worthwhile activities and pursuits, to organise their own groups and to reach out into the community with a view to assisting them with their personal development. Through guidance and support, they are helped to overcome adjustment difficulties arising from family and other personal relationship and to develop broader community and international perspectives.

To help children and youth to face new challenges and difficulties in their personal growth and/or changing environment and circumstances, four core programmes are provided:

- a. guidance and counselling,
- b. supportive service for young people in disadvantaged circumstances,
- c. socialisation programme and
- d. development of social responsibility and competence.

To offer opportunities for children and youth to spend their leisure time constructively, non-core programmes such as drop-in service, interest groups, summer youth programmes and study/reading room service are also provided.

Target Group

They serve children and youth aged 6-24 on neighbourhood basis.

Application Procedures

All children and youth can approach the centres direct for enquiry and application.

Fees and Charges

Children and Youth Centres charge annual membership fees; while the programme fees depend on the nature of activities and the cost incurred.

List of Children and Youth Centres (CYCs)

As at 8 June 2009, there were 25 CYCs in Hong Kong. The name, address, telephone number, fax number and e-mail address of the CYCs can be downloaded from

http://www.swd.gov/hk/yc/index/site_nubsvc/page_young/sub_centreserv/id_childrenan

3. Integrated Children and Youth Services Centre, ICYSCs

Service Description

Integrated Children and Youth Services Centres (ICYSCs) provide a wide range of services including children and youth centre services, outreaching social work and school social work services under one management to meet the multifarious needs of children and youth aged 6-24.

With the flexibility in deploying manpower and other resources and through adopting different service models/approaches, ICYSCs provide four core programmes, i.e. guidance and counselling, supportive service for young people in disadvantaged circumstances, socialisation programmes and development of social responsibility and competence.

Non-core programmes such as drop-in service, interest groups, summer youth programmes and study/reading room service are also provided to offer opportunities for children and youth to spend their leisure time constructively.

Study Room

The service information of study room and the list of study rooms in various districts over the territory can be obtained from the following web site of the education Bureau:
<http://www.edb.gov.hk/index.aspx?nodeid=233&langno=2>

Application Procedures

All children and youth can approach the ICYSCs direct for enquiry and application.

Fees and Charges

Children and Youth Centres charge annual membership fees; while the programme fees depend on the nature of activities and the cost incurred.

List of Integrated Children and Youth Services Centres (ICYSCs)

There were 136 ICYSCs as at 8 June 2009. The name, address, telephone number, fax number and e-mail address of the ICYSCs can be downloaded from
http://www.swd.gov.hk/tc/index/site_pubsvc/page_young/sub_centreserv/id_integrated4/

Community Resources (Outreaching Services)

1. District Youth Outreaching Social Work Service, YOTS

Service Description

District Youth Outreaching Social Work Teams seek to reach out and provide counselling and guidance to those young people aged between 6-24 who normally do not participate in conventional social or youth activities and are vulnerable to undesirable influences.

Current Provision

Since 1 September 2002, 16 District Youth Outreaching Social Work Teams run by 11 NGOs have been providing outreaching service to address the needs of high-risk youth and to tackle issues of juvenile gangs.

List of District Youth Outreaching Social Work Teams

The names, addresses, telephone numbers, fax numbers and e-mail addresses of the 16 District Youth Outreaching Social Work Teams can be downloaded from

http://www.swd.gov.hk/tc/index/site_pubsvc/page_young/sub_seryouthrisk/id_districtyo/

2. Overnight Outreaching Service for Young Night Drifters, YND

Overnight Outreaching Service for Young Night Drifters

To address the needs of young night drifters (YNDs) in a more comprehensive manner, the Government has extended the service hours and service focus of 18 Integrated Children and Youth Services Centres for the purpose of providing overnight outreaching service for YNDs on a territory-wide basis from September 2001 onwards.

The 18 designated Integrated Children and Youth Services Centres are provided with additional manpower and recurrent as well as non-recurrent funding to purchase 7-seater vans and mobile phones while organising activities for YND to facilitate service delivery in extended service hours.

List of agencies providing services for young night drifters

The name, address, telephone number, fax number and e-mail address of the agencies providing overnight outreaching services for young night drifters can be downloaded from

[http://www.swd.gov.hk/tc/index/site_pubsvc/page_young/sub_seryouthrisk/id_overnight o/](http://www.swd.gov.hk/tc/index/site_pubsvc/page_young/sub_seryouthrisk/id_overnight_o/)

Community Resources (Drug Treatment and Support Services)

1. Counselling Centres for Psychotropic Substance Abusers, CCPSAs

Service Description

Counselling centres for psychotropic substance abusers aims at providing counselling, preventive education programmes and assistance to occasional/habitual psychotropic substance abusers and to young people at risk with a view to assisting them to abstain from psychotropic substance abuse and develop healthy life style.

List of Counselling Centres for Psychotropic Substance Abusers

At present, there are 7 counselling centres for psychotropic substance abusers under subvention of Social Welfare Department. Addresses and telephone numbers of the counselling centres for psychotropic substance abusers can be downloaded from http://www.swd.gov.hk/tc/index/site_pubsvc/page_young/sub_serdrugabuser/id_counsellin/

2. Community Support Service Scheme, CSSS

Service Description

Community Support Service Scheme (CSSS) aims at helping children and youth cautioned under the Police Superintendents' Discretion Scheme with a view to re-integrating them into the mainstream education or work force and reducing the likelihood of re-offending. The service content includes individual and family counselling, therapeutic groups, skill training/educational groups, adventure activities as well as recreational and community services. Currently, there are five NGOs operating CSSS over the territory. For better service synergy, the five CSSS teams were attached to five existing Integrated Children and Youth Services Centres.

Names, Addresses and Telephone Numbers of Organizations that provide Community Support Service

The name, address, telephone number, fax number, e-mail address and service boundary of 5 NGOs operating CSSS can be downloaded from:

http://www.swd.gov.hk/tc/index/site_pubsvc/page_young/sub_seryouthrisk/id_cssscheme/

Special Services

1. Caritas Lok Heep Club provides (The Club has two centres under the subvention of Social Welfare Department)
 - Counselling service to help drug abusers to abstain from drug abuse;
 - Counselling service to help family members of drug abusers and ex-drug to deal with problem resulting from drug abuse;
 - Other supportive services, including group work services to help drug abusers, ex-drug abusers and their family members;
 - Preventive education services.

2. Voluntary Residential Treatment and Rehabilitation Services

Service Description

The voluntary drug treatment and rehabilitation services serve those drug abusers who wish to seek voluntary residential treatment and rehabilitation for social integration. The department subverts six NGOs providing drug treatment and rehabilitation services through a range of programmes such as religious based programmes, peer support, intensive counselling, etc.

List of Voluntary Residential Treatment and Rehabilitation Services

As at 15 June 2009, there were 14 voluntary drug treatment and rehabilitation centres/halfway houses being operated by 6 subverted NGOs, providing a total of 296 subverted places, under the subvention of Social Welfare Department. Addresses and telephone numbers of the centres/halfway houses can be downloaded from http://www.swd.gov.hk/tc/index/site_pubsvc/page_young/sub_serdrugabuser/id_voluntar_yr/

3.4 Supervision and Improvement to related Procedures

Schools needs to face ever changing drug problems, and fixed problem solving methods may not be able to adequately address all cases. The contents of this Resources Kit and related information would change in accordance with the situations. Schools should regularly review the procedures with reference to the actual conditions to ensure the procedures conform to the legal requirements, with an aim to assist drug taking Students to resolve their problems.

Please visit related websites for the most current information on “Anti-drug Resource kit for schools”.

Appendix 1: Drugs Related Laws

Chinese Law³

For the most current promulgated Anti-drug law in China, please refer to the “Anti-drug Law of the People’s Republic of China”.

The Anti-drug Law of the People’s Republic of China, adopted at the 31st Meeting of the Standing Committee of the Tenth National People’s Congress of the People’s Republic of China on 29 December 2007, is promulgated and came into effect as of June 1, 2008.

Excerpt from “Anti-drug Law of the People’s Republic of China” dated 20/5/2009.

Chapter VI

Legal Liability

Article 59 Where a person commits any of the following acts, which constitutes a crime, he shall be investigated for criminal responsibility according to law; if the case is not serious enough to constitute a crime, a penalty for administration of public security shall be imposed on him according to law:

- (1) smuggling, selling, transporting or manufacturing psychotropic substances;
- (2) illegally possessing narcotic drugs;
- (3) illegally cultivating the mother plants of narcotic drugs;
- (4) illegally trafficking in, transporting, carrying or possessing the seeds or seedlings of the mother plants of narcotic drugs, which are not inactivated;
- (5) illegally imparting the methods for manufacturing narcotic or psychotropic substances or the chemical materials that can easily be transformed into narcotic drugs;
- (6) compelling, or instigating another person to ingest or inject drugs, or luring or inveigling him into doing so; or
- (7) psychotropic substances to another person.

As for the laws relating to the taking of drugs, please refer to the “Law of the People’s Republic of China on Public Security Administration Punishments”

³ Refer to <http://www.cnfalv.com>

The Law of the People's Republic of China on Public Security Administration Punishments, adopted at the 17th Meeting of the Standing Committee of the Tenth National People's Congress of the People's Republic of China on 28 August 2005, is promulgated and came into effect as of 1 March 2006.

Excerpt from "Law of the People's Republic of China on Public Security Administration Punishments" dated 20/5/2009.

Chapter II Categories and Application of the Punishments Thereto

Article 10 The public security administration punishments are classified into the following categories:

- (1) Warning;
- (2) Pecuniary penalty;
- (3) Administrative detention; and
- (4) Revocation of the license issued by the public security organ;

Any foreigner who violates the public security administration may be given an additionally applicable time limit for exiting China or being expelled from China.

Section 4 Acts Impairing the Social Administration and the Punishments Thereto

Article 72 Anyone who commits any of the following acts shall be detained for not less than 10 days but not more than 15 days, and may be concurrently fined not more than 2, 000 yuan. If the circumstances are relatively lenient, he (she) shall be detained for not more than 5 days or shall be fined not more than 500 yuan:

- (1) Illegally holding less than 200 grams of opium, heroin or methylamphetamine, or a small quantity of other drugs;
- (2) Providing any drug to any other person;
- (3) Taking or injecting any drug; or
- (4) Coercing or cheating any medical worker to prescribe any narcotic or psychotropic drug.

Article 73 Anyone who instigates, induces or cheats any other person to take or inject any drug shall be detained for not less than 10 days but not more than 15 days, and shall be fined not less than 500 yuan but not more than 2, 000 yuan.

For laws relating to the smuggling, trafficking in, transporting or manufacturing of narcotic drugs, please refer to "Criminal Law of the People's Republic of China".

The Criminal Law of the People's Republic of China was adopted by the Second Session of the Fifth National People's Congress on 1 July, 1979 and amended by the Fifth Session of the Eighth National People's Congress on 14 March, 1997

For laws relating to the revocation of “Home-Visiting Certificate for Compatriots from Hong Kong and Macao, and “Entry-Exit Pass for Compatriots from Hong Kong and Macao”, please refer to the “Interim Measures for the Control of Chinese Citizens Travelling On Private Business to or From the Regions of Hong Kong and Macao”.

Excerpt from “Interim Measures for the Control of Chinese Citizens Travelling On Private Business to or From the Regions of Hong Kong and Macao”⁴ dated 20/5/2009.

Chapter I

General Provisions

Article 1 These Measures are formulated in accordance with the provisions in Article 17 of The Law of the People's Republic of China on the Control of the Exit and Entry of Citizens.

Chapter III Compatriots from Hong Kong and Macao Entering the Inland Areas

Article 15 The Home-Visiting Certificates for Compatriots from Hong Kong and Macao and entry-exit passes shall not be issued to those who come under one of the following circumstances:

- (1) those who are likely to engage in such criminal activities as robbery, theft, and trafficking in narcotics;
- (2) those who have fabricated situations and presented forged certifications;
- (3) mental patients.

Article 25 If a holder of the Home-Visiting Certificate for Compatriots from Hong Kong and Macao comes under one of the circumstances stipulated in Article 15 of these Measures, his/her travel pass shall be revoked.

Cases concerning the revocation of documents of certification shall be determined by the original certificate-issuing department or by its higher authorities, which shall seize the said documents.

⁴ The “Interim Measures for the Control of Chinese Citizens Travelling On Private Business to or From the Regions of Hong Kong and Macao” was adopted by the Thirteenth Session of the Sixth National People's Congress on 22 November, 1985.

It was announced by the 32 Circular of the Chairman on 22 November 1985, and promulgated on 1 February 1986.

For questions relating to the punishment of Persons under the age of 16, please refer to the Criminal Law of the People's Republic of China.

The Criminal Law of the People's Republic of China was adopted by the Second Session of the Fifth National People's Congress on 1 July, 1979 and amended by the Fifth Session of the Eighth National People's Congress on 14 March, 1997

Excerpt from “Criminal Law of the People's Republic of China” 4 dated 20/5/2009.

Article 17.

- (1) A person who has reached the age of sixteen who commits a crime shall bear criminal responsibility.
- (2) A person who has reached the age of fourteen but not the age of sixteen who commits the crimes of intentionally killing another or intentionally injuring another, even causing serious injury or death, and the crimes of rape, robbery, drug trafficking, arson, explosion, and poisoning shall bear criminal responsibility.
- (3) A person who has reached the age of fourteen but not the age of sixteen who commits a crime shall be given a lesser punishment or a mitigated punishment.
- (4) When a person is not criminally punished because he has not reached the age of sixteen, the head of his family or guardian is to be ordered to subject him to discipline. When necessary, he may also be given shelter and rehabilitation by the government.

Appendix 2: Things to Take Note of when Inspecting Students and their Belongings

Excerpt from “School Administration Guide” published on 20/5/2009. Please visit the Education Bureau Website to download the most current version: <http://www.edb.gov.hk>

Searching students and their belongings at school

a. General principles

During school hours, the authority of a school teacher is the same as that of a parent. When a parent sends his child to a school, he delegates to the school principal and other teachers his own authority, so far as is reasonable and necessary for the child’s welfare and so far as is reasonable and necessary for the maintenance of discipline with regard to the child’s interests and those of the school as a whole. However, the “General Principles for Searching Students and Their Belongings at School” should be noted.

b. Search of a student’s belongings

To search a student’s belongings is an interference with his privacy and can only be justified if such interference is lawful and not arbitrary. If in doubt, school should consult the School Liaison Officer of the Police Department or the school’s legal advisor. In the event that a search is inevitable and judged to be lawful and not arbitrary, the “Principles and Procedures for Searching a Student’s Belongings” should be observed.

c. Search of a student’s body

To conduct search of a student’s body is a very serious interference with his privacy; therefore, it is not recommendable, and the school also bears the burden of justifying the search. Under no circumstances, even if parental consent has been obtained, should a student be subject to strip search or be required to take off his/ her clothes. Under no circumstances, even if parental consent has been obtained, should a search of a student’s body be conducted if the student objects to the arrangement. In the rare case where a school considers it lawful, necessary and appropriate to conduct a body search, the “Principles and Procedures for Searching a Student's Body” should be noted.

General Principles for Searching Students and Their Belongings at School

- The authority of a teacher is a delegated authority, therefore it should not exceed the power that a parent possesses, e.g. parents do not have the power to abuse their children physically or mentally, therefore, no such power can be delegated to the teachers;
- The delegated power should be the power that a reasonable parent would delegate to a teacher and is reasonable in the circumstances, e.g. parents have the power to bring their child to leave Hong Kong but no reasonable parent would delegate such a power to the teacher and such power is also unreasonable in the circumstance;
- If the principal or the teacher is in doubt, they should obtain explicit parental consent;
- Any action taken for the maintenance of discipline should be reasonable and appropriate;
- Under all circumstances, school discipline should be administered in a manner consistent with the child's human dignity and in conformity with the present laws, including those laws on the right to privacy; and
- The school should inform students and parents clearly their disciplinary rules prior to admission and at the beginning of each school year.

Principles and Procedures for Searching a Student's Belongings

- The extent and manner in conducting the search should be proportional to the circumstances by taking into account the age of the child and the seriousness of the matter;
- The human dignity of that student should be protected and any embarrassment caused should be avoided as far as possible;
- When a teacher searches the belongings of a student, the student should be informed of the reasons for the search unless it is impossible or impracticable;
- The search should be conducted in the presence of that student and should be witnessed by a third party;
- If a teacher discovers any evidence during the search which may lead to a criminal prosecution, e.g. drug, the teacher should call the police immediately. It is because teachers do not have the power to conduct crime investigation, and the evidence discovered may be tendered as evidence in court, therefore, such evidence should be handled with care; otherwise, it may be inadmissible in court. Furthermore, whether criminal prosecution should be instituted is a matter for the police and the Department of Justice to

determine; and

- It is also advisable for a teacher to obtain co-operation from the student.

Principles and Procedures for Searching a Student's Body

- Such search should only be conducted by a teacher of the same sex;
- The student should be informed of the reasons of the search and such search should be witnessed by a third party;
- The extent and manner in conducting the search should be proportional to the circumstances by taking into account the age of the child and the seriousness of the matter;
- The human dignity and feeling of a student should be protected and respected;
- If a teacher discovers any evidence during the search which may lead to a criminal prosecution, e.g. drug, the teacher should call the police immediately. It is because teachers do not have the power to conduct crime investigation and the evidence discovered may be tendered as evidence in court, such evidence should be handled with care; otherwise, it may be inadmissible in court. Furthermore, whether criminal prosecution should be instituted is a matter for the police and the Department of Justice to determine; and
- It is also advisable for a teacher to obtain co-operation from the student and under no circumstances should a teacher force a student to be searched. Otherwise, the teacher may be sued for assault.

Appendix 3: Things to Take Note of when Police are Interviewing Students on the Campus

Notes to Police when Interviewing the Students on School Campus

Schools should note the following when Police request to interview the Students:

- According to the prevailing Police procedure, when interviewing young persons below the age of 16, regardless of whether the young persons are involved in criminal activities, schools should strive its best to arrange for the parents or guardians to be present whenever it is possible to do so. Only under exceptional circumstances that the Police can interview the young persons in the absence of parents or guardians. These circumstances include (but not inclusive) where the parents or guardians were not contactable after numerous attempts to contact the same, or the parents or Guardians refused to come to the Interview after repeated requests.
- If it is believed that it is necessary to conduct the Interview at School, the Police involved would obtain consent from the Schools, and request the Schools to appoint a representative to attend the Interview to protect the students' interest.
- Principals must ensure that the Police or the schools had tried their best endeavour to invite the students' parents or guardians or adult family members to attend the Interview before consenting to let the Police interview the students.
- If the Principals agree to let the Police interview the students at school in the absence of the parents or guardian, the principal or his/her appointed person should accompany the students during the entire Interviewing session.
- Principals or his / her appointed person on site are witnesses who may be required to give evidence at legal proceedings.

Appendix 4: List of Items Inspected

List of Items Inspected

Items	Quantity	Remarks

Student's signature: _____

Name of Student: _____

Date: _____

Person-in-charge's signature: _____

Name of Person-in-charge: _____

Date: _____

Witness' signature: _____

Name of witness: _____

Date: _____

Declaration to Personal Data Collection

This Form records personal information including the items below:

- Name _____
- Signature _____

The data recorded in this Form is for recording purpose only.

1. You may request the Schools to make arrangement for you to read or amend the personal data.
2. The school would store this Form in accordance with the Guidelines supplied by the Education Bureau. This Form would be destroyed at an appropriate time.

Appendix 5: List of Items for janitors to take note of

List of Items for janitors to take note of

Items	Quantity	Remarks
Plastic bag containing powder		
Suspicious powder substance		Power substance other than chalk
Pills		Whether the pills are contained in plastic bag issued by medical practitioners
Medicine bottle		Whether the Medicine Bottles are contained in plastic bag issued by medical practitioners
Hand-roll cigarette butt		
Fruit juice box with two straws attached		

Appendix 6: Directory of the supporting organizations (Sample)

Directory of the supporting organizations

Agency	Telephone No.	Name	Position
Education Bureau			
Regional Education Offices			
Social Welfare Department			
Police Station			
Police School Liaison Officer			
Ambulance Service (1)			
Ambulance Service (2)			
Social Work Agency			
Fire Services Department			
Hospital (1)			
Hospital (2)			

Appendix 8: School Crisis Group Committee Work Checklist⁵

School Crisis Group Committee Work Checklist

Team Leader

(recommended to be assumed by the Principal or Vice Principal)

Done	Tasks
	Verify the information from the Students Involved's family or police if necessary
	Keep contact with the Principal to make plans and assign tasks
	Liaise with the Education Bureau / other agencies for support
	Call the School Crisis Management Team and facilitate implementation of the Crisis Plan
	Consult the Staff Liaison Member about support to staff
	Consult the Parent Liaison Member about support to parents
	Co-ordinate response to the media
	Conduct an evaluation of the crisis plan when it is over

Staff Liaison Member

(recommended to be assumed by the Discipline and Counselling Teacher)

Done	Tasks
	Keep a list of telephone numbers and record forms and facilitate use of them when necessary
	Assist the Principal in organizing and conducting staff debriefing meeting
	Inform teachers of the current situation
	Coordinate Special Class Teacher Periods and find out which teachers would like assistance
	Provide copies of materials for use in Special Class Teacher Periods
	Pay attention to the conduct of Special Class Teacher Periods

⁵ Refer to "School Crisis Management" (Chinese version only) published on 20 May 2009. Please download the latest version from Education Bureau website: <http://www.edb.gov.hk>

Community Liaison Member
(recommended to be assumed by the School Social Worker)

Done	Tasks
	Obtain a current list of community resources
	Familiarize with the services and referral procedures to different agencies
	Liaise with the staff Liaison Member and the Parent Liaison Member, Discipline and Counselling Teacher / teacher and educational psychologist to see if outside resources need to be called for
	Make / assist students/ staff or parents in making formal referrals to appropriate outside support services
	Keep contact with the agencies after making the referrals in order to co-ordinate with other team members the follow up support to individuals referred in School.

Parent Liaison Member
(recommended to be assumed by the School Social Worker)

Done	Tasks
	Contact the family of the students involved and provide support
	Contact parents of other students affected
	Prepare and distribute circulars to parents
	Handle parents' queries and conduct parents' meeting, if necessary.

School Social Worker / Discipline and Counselling Teacher
(recommended to be assumed by the School Social Worker)

Done	Tasks
	Liaise with outside agencies to arrange or conduct group meetings with students or staff as needed; and assist in the referral of appropriate follow-up services
	Assist teachers in conducting Special Classroom Class Teacher Periods
	Assist Crisis Management Team members in providing support to parents.
	Assist in the provision of support to parents

Other members

Done	Tasks
	Designated rooms for different usage and make this known to all staff
	Assist class teachers in conducting special Class Teacher Periods
	Assist in the preparation and distribution of special Class Teacher Periods materials
	Familiarize with all procedures and locations of the information / forms to be used. If necessary, provide data / forms to other Crisis Team Members.
	Assist other Crisis Management Team members with their duties, as needed

Appendix 9: Agenda for Crisis Management Team Meeting⁶

Agenda for Crisis Management Team Meeting

1. Provide the updated details of the crisis
 - Attendants report the updated information of the crisis
2. Evaluate the impact of the crisis on students, teachers, parents and the community
3. Determine if additional support from community agencies is needed:
 - Whether the School Social Workers should follow up on the matter
 - Whether the matter should be referred to outside agencies for follow-up
4. Develop the size, scope and subjects of the Crisis Management Work, and the division of labour:
 - Handle media enquiries and report; and organize press conference
 - Visit the home of the students involved
 - Handle general enquiries from parents and third parties
 - Prepare to hold a Teachers' Meeting

⁶ Refer to “School Crisis Management” published on 20 May 2009. Please download the latest version from Education Bureau website: <http://www.edb.gov.hk>

Agenda for the Evaluation Meeting of Intervention Activities Undertaken by the Crisis Management Team

1. Review on the arrangements, difficulties encountered and possible improvements in relation to crisis management
2. Discussions on short-term follow-up Plan
 - Whether another Teachers' Meeting need to be convened
 - Whether there is need to issue Circulars to all students and parents
 - Whether a Press Conference need to be convened
3. Discussions on long-term follow-up Plan
 - Preventive anti-drug education activities for the entire School
 - Discuss with the Healthy School Policy Team on the development in the coming year

Appendix 10: Agenda for Teachers' Meeting⁷

Agenda for Teachers' Meetings

1. Inform all teachers of the crisis and the schools policy
2. Clarify details and any query
3. Revise and implement the crisis plan
 - Discuss the Crisis Plan discussed by the Team
 - Confirm time for implementation, steps for implementation, division of labour and related persons
 - Ensure the Students' Involved and related persons are protected
 - All communications with third parties shall be handled by the spokesperson of the Crisis Management Team

⁷ Refer to "School Crisis Management" published on 20 May 2009. Please download the latest version from Education Bureau website: <http://www.edb.gov.hk>

Appendix 11: Teachers' Memorandum of School Drugs Matter⁸

Teachers' Memorandum of School Drugs Matter

- Encourage students to seek assistance when needed, and inform students about the channels for assistance and information for Student Counselling Services
- Control the spreading of rumours under all possible circumstances
- Pay attention to students with irregular mood swings
- List out the students whom you think need the follow-up of School Social Workers
- Attend teachers' meeting and Evaluation Meeting; provide and obtain related information
- Submit all queries from the media to the Schools' spokesperson

⁸ Refer to "School Crisis Management" published on 20 May 2009. Please download the latest version from Education Bureau website: <http://www.edb.gov.hk>

Appendix 12: Draft Speech for Principal to Announce Campus Drug Matter to Students⁹

Draft Speech for Principal to Announce Campus Drug Matter to Students

We came to know from the news report that students from our school is under Police investigation because of campus drug related matters. All teachers are saddened by the news. Given that the matter is now under Police investigation, we are not able to speculate or give judgment of the matter at this stage.

We hope to develop students' healthy lifestyle. If students met with difficulties, they should use positive attitude to face the problem. If students have any needs, they can talk to the teachers or school social workers. If students wish to talk to the school social workers in relation to this matter, they can go to the School Social Workers' Office. Our guidance and discipline Teachers, class teachers, subject teachers and Principals are happy to meet with students in need.

Lastly, I hope to make use of this opportunity to reiterate the harmful effects of drugs. I hope everyone can treasure their future. Drugs are harmful. Say "No" to Drugs.

⁹ Refer to "School Crisis Management" published on 20 May 2009. Please download the latest version from Education Bureau website: <http://www.edb.gov.hk>

Appendix 13: Template of Circular to Parents

Special Circular to Parents (1)

Confirmation of Students Taking / Possessing / Trafficking Drugs on Campus

Date:

Dear Parents,

Our School regrets to inform you that recently, some students were found taking / possessing / trafficking drugs on campus.

Our School has followed the guidelines when handling the campus drug matter. The School / Police has also provided follow-up to the students involved. Our school would follow our normal procedures to follow-up the matter and provide all assistance to the said students.

This is of a unique incident. Our school would ensure such incident not affect the studies of other students. Our school would notify parents if there is further information on the matter. Should Parents have any problems, they could contact the staff at the School General Office at [telephone number].

Yours faithfully,
Principal
XXX School

Appendix 14: Template of Press Release

XXX School

Press Release about Students Taking / Possessing / Trafficking Drugs

Date

On _____, our school came to know that our students are involved in drug taking / possessing / trafficking incidents on campus.

The school expressed its highest concern upon knowing the incident. It is now under investigation by the Police. We are not in a position to perform any speculation or make comment at this stage.

Our principal is the leader of our school's "Crisis Management Team". The Team would continue to follow-up on the students to assist them to revert to the right track. We have already issued letters to parents to explain the matter, and we urge parents to keep in contact with us.

If you have any queries, please contact the staff at the School General Office at [telephone number].

Yours faithfully,
Principal
XXX School

Appendix 15: Invitation Letter to Press Conference

Date

To Friends of the School,

Our School regrets to inform you that recently, some students were found taking / possessing / trafficking drugs.

Our school has followed the guidelines when handling the campus drug matter. The school / police has also provided follow-up to the students involved. Our school would follow our normal procedures to follow-up the matter and provide all assistance to the said Students.

In order to let people in the community understand the arrangements made by our school, our school is going to organize a press conference in the time below. We hope all of you can take time to attend the conference.

Date: XXX
Time: XXX
Venue: XXX School
(address: XXX)

Please contact Mr XXX on XXX for detailed information (Please inform us whether you would be attending the Conference.)

Principal
XXX School

REPLY SLIP
(Fax number: XXXX XXXX)

Name: _____ Organization: _____
Position: _____ Tel/ Fax No.: _____
Email: _____

- I would attend the Press Conference on XXXXX
- I would not attend the Press Conference on XXXX

Appendix 16: Checklist of the Community Resources
Counselling Centres for Psychotropic Substance Abusers, CCPSAs

Hong Kong Island and Outlying Islands: Central and Western District, Wanchai, Eastern District, Southern District and Outlying Islands

Centre / Name of Organizations	Address / Telephone numbers / websites / emails
Tung Wah Group of Hospitals	Address: 9/F, Fong Shu Chuen Soc Ser Bldg, 6 Po Man Street, Shau Kei Wan, Hong Kong
CROSS Centre	Telephone No: 2884 1234 Website: crosscentre.tungwahcsd.org Email address: csdcross@tungwah.org.hk

Southern Kowloon District: Kowloon City, Sham Shui Po and Yau Tsim Mong

Centre / Name of Organizations	Address / Telephone numbers / websites / emails
Hong Kong Christian Service PS33	Address: G/F., 33 Granville Road, Tsim Sha Tsui, Kowloon; and No. 11-16, G/F; Nam Yiu House, Nam Shan Estate, Sham Shui Po, Kowloon Telephone No: 2368 8269 / 3572 0673 Website: www.hkcs.org/gcb/ps33/ps33.htm Email address: ps33@hkcs.org

Eastern Kowloon District: Kwun Tong, Saigong, Tseung Kwan O, Wong Tai Sin

Centre / Name of Organizations	Address / Telephone numbers / websites / emails
LC-HKS Evergreen	Address: 2 Horse Shoe Lane, Kwun Tong, Kowloon Telephone No: 2712 0097
Lutheran Centre	Website: www.cheerevergreen-lutheran.org.hk Email address: y8@lutheran.org.hk

Eastern New Territories (1): Northern Territories, Tai Po

Centre / Name of Organizations	Address / Telephone numbers / websites / emails
LC-HKS Cheer Lutheran Centre	Address: G/F., Shin Kwan House, Fu Shin Estate, Tai Po, N.T. Telephone No: 2660 0400 Website: www.cheerevergreen-lutheran.org.hk Email address: y7@lutheran.org.hk

Eastern New Territories (2): Shatin

Centre / Name of Organizations	Address / Telephone numbers / websites / emails
Hong Kong Sheng Kung Hui Welfare Council	Address: G/F., Chung Kwan House, Chung On Estate, Ma On Shan, Shatin, The New Territories. Telephone No: 8202 1313
Neo-Horizon	Website: neoh.shkwc.org.hk Email address: neoh@skhwc.org.hk

Western New Territories (1) Kwai Tsing, Tsuen Wan, Tuen Mun

Centre / Name of Organizations	Address / Telephone numbers / websites / emails
Caritas HUGS Centre	Address: Flat 41-44, G/F, Hing Shing House, Tai Hing Estate, Tuen Mun, NT, Hong Kong. Telephone No: 2453 7030 Website: www.hugs.org.hk Email address: ycshugs@caritassws.org.hk

Western New Territories (1) Yuen Long, Tin Shui Wai

Centre / Name of Organizations	Address / Telephone numbers / websites / emails
ELCHK Enlighten Centre	Address: G/F, Tze Ping House, Tin Tze Estate, Tin Shui Wai, New Territories Telephone No: 2446 9226 Website: www.elchk.org.hk/service Email address: ccpsa@elchk.org.hk

Hospital Authority: Substance Abuse Clinics

Centre / Name of Organizations	Address / Telephone numbers / websites / emails
Kowloon Hospital Substance Abuse Clinic	Address: Specialist Out-Patient Department, 1/F West Wing, Kowloon Hospital, No. 147A, Argyle Street, Kowloon Tel: 3129 6710
Pamela Youde Nethersole Eastern Hospital Substance Misuse Clinic	Address: 7/F, East Block , Pamela Youde Nethersole Eastern Hospital, 3 Lok Man Road, Chai Wan Tel: 2595 7608
Prince of Wales Hospital Substance Abuse Clinic	Address: 3/F, North Wing, LKS specialist clinic, Prince of Wales Hospital Tel: 2632 2584
Kwai Chung Hospital Substance Abuse Assessment Clinic	Address: Ward L5, Block L, 5/F, Kwai Chung Hospital, 3-15 Kwai Chung Hospital Road Tel: 2959 8082
Castle Peak Hospital Tuen Mun Substance Abuse Clinic	Address: 1/F, Block C, No. 13 Tsing Chung Koon Road, Castle Peak Hospital, Tuen Mun Tel: 2456 8260
Queen Mary Hospital Substance Abuse Clinic	Address: 5/F, Western Psychiatric Centre, 9B, Bonham Road, Hong Kong Tel: 2517 8140
Kowloon East Hospital Substance Abuse Clinic	Address: 1/F, Block P, United Christian Hospital, 130 Hip Wo Street, Kwun Tong Tel: 3513 5070

Appendix 17: Personal Data (Privacy) Ordinance

- To comply with the Personal Data (Privacy) Ordinance (PD(P)O), the convenor and members should
 - a. ensure that the use of the data for the purposes of the Case Conference is one of the collection purposes notified to the data subject on or before the collection of his/her data; or
 - b. secure the prescribed consent of the data subject for use of his/her data at the Case Conference
- A person who fails or refuses to give consent to the use of his/her data at a MDCC may not prevent the MDCC to proceed but his/her data cannot be disclosed/used by the relevant department/service unit contributing the data at the meeting for purposes inconsistent with the purposes for which the department/service unit collected the data unless any relevant exemption under PD(P)O is applied. As representatives of different departments/service units attending a MDCC may have different purposes for use of the victim's or the banterer's data, an exemption applicable for disclosure to one department/service unit may not apply to their disclosure to another department/service unit. The department/service unit concerned should determine whether any relevant exemption is applicable in all the circumstances of each particular case.
- The convenor and members of the MDCC should also note that information given in the MDCC is confidential and should not be used for purposes other than the collection purposes, nor should it be disclosed to any other agency or individual without the permission of the contributor and the data subject.
- The convenor of the MDCC should clarify with members their wish on the control and prohibition of data in accordance with the PD(P)O. The convenor may make an introductory remark in the MDCC in relation to PD(P)O as follows:

"In accordance with s.18(1) of the PD(P)O, Cap. 486, the person(s) concerned may make a data access request for a copy of their own personal data as contained in the reports and/or minutes of the MDCC. Please clarify whether you wish the information to be provided by you during this MDCC to be kept confidential in which case you would be regarded as the data user in relation to such information even though the information is held in our record. This is because section 2 of the PD(P)O provides that a person who does not hold the data but control use of the data may nevertheless be regarded as a data user. Under s.20(3)(d) of the Ordinance, a data user who is data holder is permitted to refuse a data access request made by the data subject where any other data user controls the use of the data in such a way as to prohibit the non-controlling data user from complying, either in whole or part, with such request. If the data access is refused by us under this provision, the Ordinance requires us to inform the requestor of the name and

address of the data user retaining control of the use of the data. Unless any of the exemptions provided in Part VIII of the Ordinance is applicable, the data user who retains control of the use of data is obliged to comply with the request."

http://www.swd.gov.hk/doc_sc/fcw/proc_guidelines/battered_spouse/Chapter01_chi.pdf

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The Hong Kong Federation of Youth Groups (HKFYG) was founded in 1960 and has been committed to serving the youth of Hong Kong. Our care for the young is provided through a variety of services, activities and programmes, which have an annual attendance of five million. We encourage youth to reach their fullest potential and with community support, we now have over 60 service units. We also have 12 core services, which include the Youth S.P.O.Ts, Youth Employment, Services for Youth at Risk, Counselling, Parent-child Mediation, e-Services, Leadership Training, Volunteer Services, Education Services, Creativity Education and Youth Exchange, Leisure, Cultural and Sports Services, and Research and Publications. We encourage young people to grow into responsible and dutiful citizens and we now have over 120,000 registered volunteers and 300,000 enrolled members of our u21 youthnet. We believe that our motto Caring for Youth • Caring for the Community reaffirms our commitment and dedication to the young people of Hong Kong.