BOGO

SCHOOL SAFETY REPORT

A Youth Service Learning Project 2012

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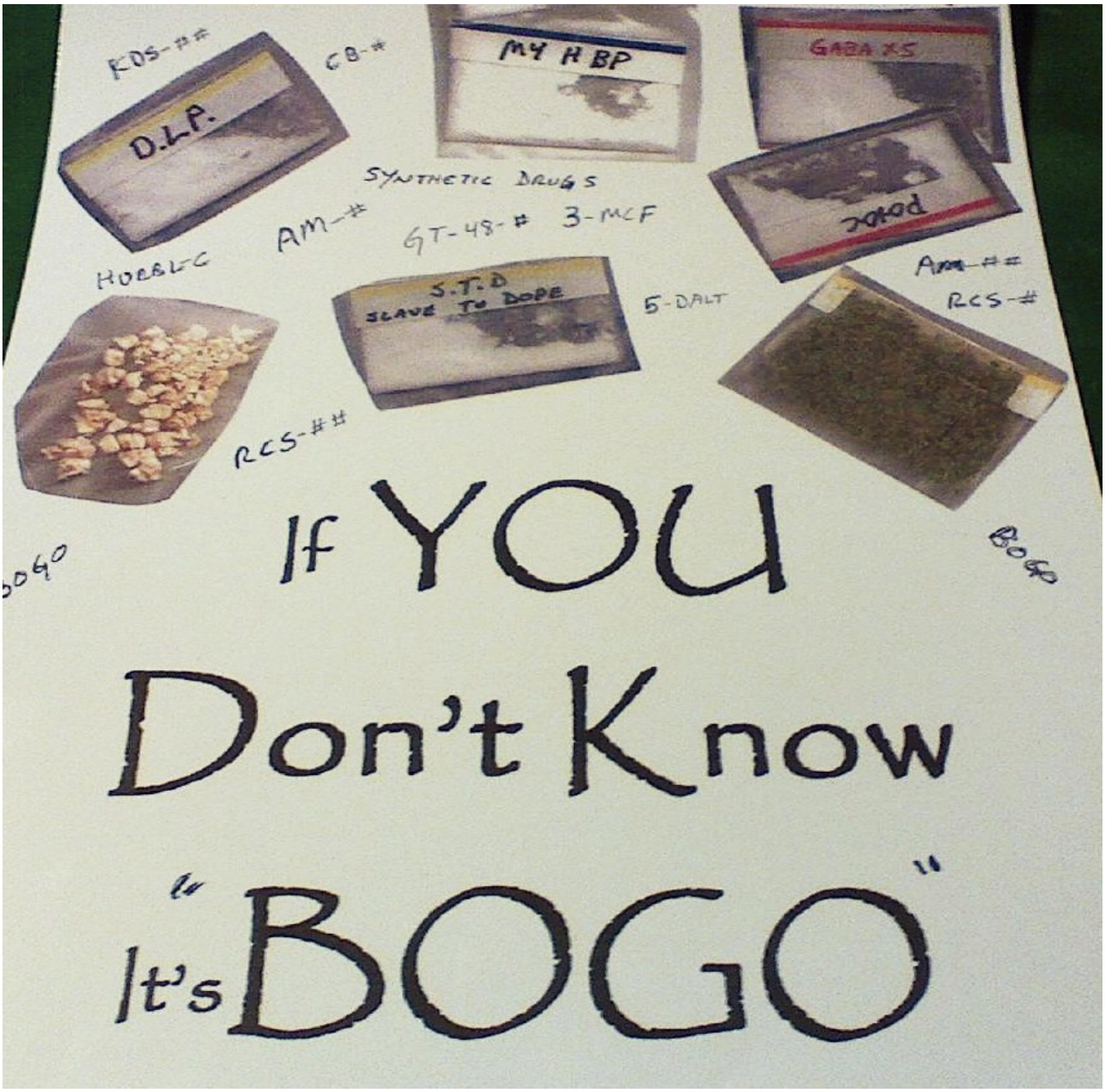
School Chemical Health

March 2012

BOGO – A Youth Service Learning Project



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PREFACE

This is a Youth Service Learning Project intended to evaluate school safety based on 2012 student issues and trends. Multiple students planned the agenda, participated in discussions and took the notes to put this report together. Due to confidentiality, only two student names were included in this report. All the students that worked on this, received credit.

Up to this point, school safety has been based on standards that do not include these 2012 issues. As youth issues change, safety standards need to be reviewed and updated.

Our schools have enjoyed countless great students doing incredible things. These students are often recognized in various ways and encouraged by supporters. The grounds for this report were based on new trends from high potent chemicals, that placed certain students and schools in danger. These chemicals have a negative impact on classroom milieu, student behavior and academic progress.

Student panels, acknowledge that traditional chemicals in our community continue to have an impact such as marijuana, alcohol, opiates and tobacco. What has been raised to a level of concern, has been youth Energy Drink consumption and BOGO (mixed synthetic drugs that alter brain chemistry).

In 2010, the federal government banned five synthetic drug compounds. In July of 2011, the state of Minnesota passed laws regarding synthetic drug compounds. These state and federal efforts have not resolved our community issues. This student driven effort called Bogo, is our response.

Student Statement One

My Experience with Bogo

My experience during my Bogo use really is based on how much I used, what kind I used and if I was dehydrated. The usual normal high begins with high anxiety, disorientation, and shallow breathing. After the initial onset the anxiety and shallow breathing dissipates.

My experience when I do too much is like having an anxiety attack, throwing up and vision loss is possible and shallow breathing is still present. I used Bogo once when I was dehydrated from my meth use. I felt like I was going to throw up and pass-out. I got out of the car to go into a gas station. When I walked in I saw my vision disappear from the outside in. I grabbed the stand to my left as I went blind. My legs began to shake wildly and uncontrollably. I was asked by someone if I was ok. I said yes as I knocked over the stand and tried to walk. The next thing I remember is waking up several feet away from where I remember being. There was a group of people around me. My friend grabbed me and we headed to the car as the ambulance arrived. They almost brought me to the hospital. They said I had a mild seizure.

So things to look for are: high heart rate, shallow breathing, pale skin, loss of vision, anxiety, vomiting, shaking and loss of consciousness.

Things that can help are: rehydrate them, keep then in a seated position, don't have them stand up at all. Have them focus on their breathing or assist them with their breathing.

Chase Wozniak

Student Statement Two

BOGO

Well, let me start here with some basics. I'm an 18 year old and attend school. I got out of treatment on a home pass and first got introduced to Bogo. I then got out of treatment and started using heavily. My friends all slowly turned to it and now we're all doing it. We got it really easy at first. We could go to any store and get it, but the DEA caught wind and cracked down. So we switched things up and became good friends with store owners and started buying it from them under the counter. Over time I figured out that I could make it myself and started doing so.

But to describe my high is basically out of this world. I feel at one with music or conversations going on around me. I feel happy and forgiving. The high last around 20 minutes to 2 hours for me, but it depends on the chemical and it potency.

As for signs to help awareness against Bogo:

Eye response

Vomiting

What do they see

Touch or feel

Consciousness

Food, water/frequent eating

To tell if someone is using:

Red swollen eyes

Slow response

Angry

Depressed

Anxious

Keeping to themselves

Sleepiness

Not everyone has the same high. Some are just stoned and not have blank stares and paranoia. Everyone is reacting different, but the majority are on the calm level.

Ryan Schwandt

Brief History

Bogo is the term derived from student and family trauma caused by drug addiction. At our school, things don't often fit into a nice package making sense to those around us. This Bogo report, was our effort to empowering us, to take our trauma and turn it into a positive. The recommendations of this report were not agreed upon by all students involved. However, we were able to come close to agreements and the advisor sided in favor of the middle ground.

Bogo History - In the 1990's, research chemists created a compound that acted similar to what marijuana (cannabis) does to the human brain. The compounds created, had no natural substance thus they were synthetic. Between 2001 and 2004, "The Cat was out of the bag," and the use of synthetic cannabis was into the global mainstream.

Central Minnesota Bogo - During the summer of 2010, a local high school student purchased a kilo of the original synthetic cannabinoid known as JWH-018. This was the main compound in the name brand product K2. The experimentation spread among his friends and throughout the area. At the same time, local shops started selling herbal incense with the synthetic drug sprayed on. The drug worked best sprayed on herbal incense because incense burns slow. If the drug had been sprayed on other natural matter such as bird seed or cattails, it would have burned too fast for the user.

During the 2010-2011 school year, legal herbal incense was in the area mainstream. It was purchased by youth on the web, in local shops and exchanged between classmates. Synthetic drug compounds that produced a much stronger effect on the brain were marketed as "Bath Salts." Although these were easily available, they were not widely used by area students

During the 2011 Minnesota legislative session, a comprehensive synthetic drug law was passed that took effect on July 1, 2011. After nine months complete, on March 1, 2012, we were not able to track any successful convictions in the state. This was also a defining statistic in our desire to take local action.

In central Minnesota, the term Bogo was chosen above other words such as Synthetic, K2 and Spice. Synthetic is a word used by adults, government, police and professionals. Synthetic is confusing to teenagers because, in most cases, they are looking at plant matter. What they didn't know was that the synthetic drug was sprayed on the plant matter. K2 and Spice are name brand products and so students say, "No, I didn't use K2 or Spice." Bogo is a generic word that describes all the synthetic drug compounds youth don't understand. If there is a published/advertised product name, obviously they will call it by the product name. However, when there is no product/ published name, it is Bogo.

Energy Drinks - These products are also included in this report because this is updated for 2012. The last time our district reviewed school safety chemical health standards, Energy Drinks were not so widely used in the classrooms. It was also at a time when the schools had Chemical Health staff to respond to these issues.

Current Trends

Student panels emphasized the ongoing use of common chemicals such as marijuana, alcohol, opiates and tobacco. As previously stated, what is currently missing from the list is Energy Drinks and Bogo. We talked about, "The Calm Before The Storm" in regards to teen potency. Up to this point, we had addicts unable to get enough. We had brains that could adjust to the levels of potency in the chemicals used. However, with Bogo, we now have new drugs with such high potency, brains struggle to reach the level of tolerance.

This student driven effort started with basic goals. One goal, we wanted to change the current trend away from increased Bogo use to decreased Bogo use. Our statistics and facts for how we measured prior use, current use and future use, are based on ourselves. We are not attempting to change the state, country or the planet. We looked at our own community and what we witnessed through our own eyes. We felt the single most powerful weapon on the planet, that we have to improve the current trends in our community, is our school.

The school basics of Math, Language and Science are strong and we have these opportunities. What we wanted to improve, was an environment toward strong safety, positive attitudes and healthy minds. Chemicals are having an impact on these goals and so we took matters into our own hands with this project.

Similar to any chemical use, most of those students that were addicted to Energy Drinks and Bogo were not in favor of new school safety guidelines. Students that lacked the confidence to voice their concerns, were heard though this process. The school advisor for this project, is a state Licensed Alcohol and Drug Counselor. Daily discussion went on throughout this process between the project advisor and students at all grade levels (7-12) regarding current trends.

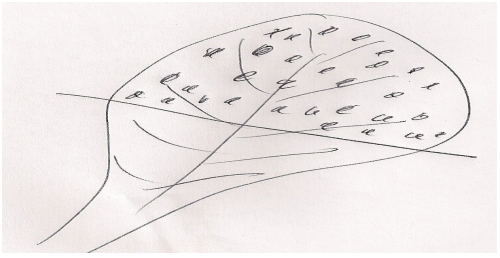
Medical Issues

A Student panel of 26, on Friday February 24, 2012 and a student panel of 29, on Friday March 2, 2012 looked at the medical issues around Bogo and Energy Drinks. Our findings were not based on state, national or international statistics. Our findings are based on our own student experiences and thus relate specifically to our local efforts.

Energy Drinks - Students agreed that Energy Drinks do not make them angry. However, once a student becomes angry, it seems harder to calm down. We drew up how high amounts of caffeine can interact with brain chemistry causing the depletion of certain neurotransmitters that help us calm down. Students agreed they will be held accountable for their anger and behaviors. What information we want to relay, was our own findings about the decreased potential of calming down.

Bogo - Our discussions covered a variety of medical aspects around Bogo but gravitated toward potency. At this point in history, not enough was known about Bogo to safely say what the use would do the bodies vital functions. We had enough serious medical cases and we were able to draw our own assessments of what happened. On Friday March 2, 2012 the panel of 29 students developed the following lesson plan for Bogo.

Image: This drawing is part of the lesson plan on the next page. This applies to drug molecules that are sprayed on plant matter such as herbal incense. This student image simply shows drug molecules in/on a leaf/plant matter.



BOGO - Lesson Plan.

For the purpose of simplicity we broke chemical use into two parts.
1. Drug Molecules - that create the buzz
2. Tar - everything else, in whatever used, that doesn't create the buzz.

Example: We drew a leaf/bud on the board and called it Pot (Image on the previous page)... We used a different color to put dots within the leaf/bud. These dots represented the THC (Tetrahydrocannibinol) molecules. For 2012, they also represented the Bogo molecules sprayed on plant matter. The rest of the plant we referred to as the tar.

This exercise helped teens understand multiple things about chemical use. The most important thing understood was, what created the buzz. They also learned about tar, the impact tar has on potency and tar as clutter in the body. Clutter can cause tumors, cancer and restrict natural blood flow.

Next:
This was *our assessment* of what happened in current Bogo medical emergencies.

1. The body protected the brain first, heart second and everything else after that.
2. Brains do not like buzz... The body quickly established the priority to clear the brain of the Bogo.
3. The heart rate increased, to whatever was needed, to flush the brain with the priority of restoring the brain to normal function.
4. As the heart increased to 120, 140 beats per minute, bringing oxygen and fluid/nourishment to the brain, there needed to be enough oxygen and fluid to supply the heart at that pace... EVERYONE in the room counted their heart rate for a full minute so they understood how chemical use could impact that vital function. This also helped the teens understand a Bogo medical emergency.
5. Smoking decreased the oxygen while caffeine and alcohol decreased the fluid.
6. The heart ran dry, as it continued to pump harder and harder to protect the brain.
7. Boom / Heart Attack.

Important to tell the youth: THIS COULD HAPPEN TO ANYONE THAT ROLLS THE DICE!

Words students used to describe the high from Bogo.
Intense, Harder, Faster, Better, Great, Wow, Rush, 30 minutes.

Words students used to describe some of the lows from Bogo.
Sad, Tweak, Paranoia, Freakin Out, Hallucinations, Heart Pounding, Heavy Chest, Numbness and Sick.

Classroom Issues

Energy Drinks - Do these high caffeinated drinks impact the classroom? We found we have more than enough classroom issues, that we do not desire to add more. If Energy Drinks impact a student in a mood altering way, such as being hyper and unable to sit still or pay attention in class, running to the restroom as the caffeine is processed faster out of the system, resting on desks because the energy wore off, then the answer is, "Yes.. Energy Drinks do impact the classroom."

We found that no area schools sell high caffeinated energy drinks in the buildings. However, if a student is walking through the halls or drinking during class, these are not taken away. It is not enough to simply tell a teenager they can't do something. Most want to know, "Why" so they can make their own choice based on reliable information. No student disagreed with the assessment that high caffeinated Energy Drinks decrease the production of natural brain chemicals. This happens because the brain mistakes the Energy Drink as natural chemicals and stops production, thinking it has enough.

These medical facts are most important when we are talking about brains that have not fully developed as with youth. Individuals have strong views on both sides of a potential ban regarding Energy Drinks in schools. How much is a safe level for a 7th grade student? It is our hope that the Energy Drink industry would regulate itself. It is also our hope that parents and students would regulate the youth consumption to an appropriate safe level. Schools regulating consumption was the least favorite option on the table.

Recommendation: The schools do not control what students consume off the school property. However, while on school property, the message needs to be clear. As painful as this recommendation is, chemicals that contain 80 mg of caffeine (or higher) per 12 oz serving or less, simply are not recommended for children ages 17 and under. Again, we prefer the Energy Drink industry, parents and students regulate what are safe levels in a classroom. This was a compromise.

School Safety Policy

These concepts are controversial. This Bogo report may serve to generate discussion about how much safety is too safe? Again, not all students agreed and so we compromised in the middle.

Teachers & Staff - Training for student issues needs to be current. Staff need to be aware of the warning signs, symptoms and what to do in case of an emergency. Having chemical health in-service to teachers and staff each year, on current chemical use trends, is needed.

Students - Policy can be implemented that will help improve school safety. Having enough, "Eyeballs in the halls" from staff, will help reduce potential dangerous situations. Keeping hallways clear will help multiple aspects of school safety. Controversial subjects that differ from district to district are **student searches, chemical use testing and suspensions**.

Arguments on both sides of each issue have valid points. **Searches:** We learn quickly the level of security the administration is willing to implement. For example: If students carry chemicals and use the chemicals at school, other students that are aware of this, may be more willing to take the same risk. The recommendation of this Bogo report is to do more searches when two or more staff suspect a student has chemicals. The administration needs to send the message that, we are concerned about what is in the school.

Suspensions for what and how long are also controversial. Administrators placing requirements on a student's return to school are also controversial. If a student is suspended for three days due to having Bogo at school, an administrator may require that student to have an outside Chemical Health Assessment. This assessment would determine the needs of the student and promote school safety because others are impacted. Some administrators are under the assumption that they need to "Pay" for the outside assessment because it is required by the school.

This Bogo report position is the assumption is false. Parents need to help their child become safe before returning to school. If the school is fortunate enough to have a Chemical Health staff, they can help the family seek outside help. If not, it is the parents responsibility to help their child.

Chemical Use Testing: At various points during this process we discussed the issue of chemical use testing by schools. An administrator asked, "If we find a student positive for drugs, then what?" The consensus was that this is not the schools primary function. Parents need to help their children with chemical issues. However, far too often consequences of chemical use are brought into the school in many forms. Students are under the influence, in withdrawal, having cravings, selling or promoting. These consequences impact school safety. It was the preference of this project that parents take the responsibility to help their child be chemically free. Some school Chemical Health staff do testing and can help the parents get testing for their child. However, when the school doesn't have a Chemical Health staff, an administrator needs to do it for the safety of the school.

Special Education was also discussed related to chemical use testing. Should a student be required to attend school chemically free in order to qualify for services? Some thought it was discrimination to require special education students to be chemically free and not the rest of the student body. Others thought that if a student is receiving additional services, thus additional dollars, testing should be required because ongoing evaluation of their special needs will be impacted by their chemical use.

Recommendation: Appropriate chemical use testing, when there is justification, will improve school safety.

Future Predictions

Energy Drinks - Currently not regulated by the FDA (Food and Drug Administration). The Energy Drink manufacturer can put almost anything inside and not specifically state how much substance, such as caffeine, is in the product. Our schools allow students to have multiple cans in their backpacks and consume as much as they want. The prediction of this report is, changes will need to be made. Energy Drinks will rise to the level of priority, because companies that produce them need an edge to increase profits. Caffeine is an addictive substance. Other chemicals are being added to drinks in this market such as GABA (gamma-aminobutyric acid). As companies continue to add more chemicals, there will be consequences for the consumers. Unless the Energy Drink industry can start to regulate itself, the government will step in and do it for them.

BOGO - Prediction is that the use of Bogo will increase for various reasons. Currently, these chemicals do not show up in standard urinalysis/medical testing. Local addicts on probation, are switching to Bogo to avoid detection. Cost is another factor. The cost to grow, transport and distribute traditional chemicals such as cocaine and heroin, is greater due to the risks and process. Bogo has no cost to grow and is manufactured under mass production. Promotion and sale costs are lower due to sellers simply maintaining websites. Shipping is also lower because the United States Postal Service is mailing Bogo. Currently, the cost to ship three grams of Bogo isn't much more than a postage stamp. On-line sellers offer free shipping as an incentive. Drug trafficking is all together different for Bogo.

Student group analysis of Bogo compared to cocaine- Why spend three months growing something in another country, risk bringing it across the border, having it transported across state lines, having it show up in the UA, pay 50 dollars a gram, violating probation and go to prison when I can have Bogo for as little as .80 cents a gram (purchased by the kilo). I can fill my head with the flavors of cookies-n-cream, banana, strawberry and get a much harder faster buzz… This is the reason, our report predicts Bogo will pass the traditional chemicals such as cocaine and marijuana.

Closing Comment

It took great courage for these students to conduct personal inventory. This Youth Service Learning Project had us look at the way we do things and evaluate best practice regarding controversial issues. We know all schools have their own problems. We hope this report will be used as a tool to improve school safety. If this report is used as a tool for other schools to evaluate their safety standards, that made what we did even more important!

Thanks to all the students that put this report together.