Garden Valley School District No. 71

STUDENTS **3305**

Student Drug, Alcohol and Tobacco Use

PHILOSOPHY

It is the Idaho Legislature's intent that parental involvement in all aspects of a child's education in Idaho public schools be part of each school district's policy. Drug prevention programs and counseling for students under the custody and care of the public schools are included in this intent.

The board of trustees recognizes that student use of chemical substances, including alcohol, is a serious problem of utmost concern in our society. Drug, alcohol, and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full potential. The district seeks to ensure the highest standards of learning in the classroom and recognizes that use of chemical substances—including alcohol, tobacco, and controlled substances—creates educational, economic, and legal problems.

DEFINITIONS

"Controlled substances" include, but are not limited to, opiates, opium derivatives, hallucinogenic substances, including cocaine, and cannabis and synthetic equivalents of the substances contained in the plant, any material, compound, mixture or preparation with substances having a depressant effect on the central nervous system, and stimulants.

"Course of conduct" involves a pattern or series of acts over a period of time, however short, evidencing a continuity of purpose. Course of conduct does not include constitutionally and statutorily protected activity.

"Drug" includes any alcohol or malt beverage, any tobacco product, any vaping or e-cigarettes, any controlled substance, any illegal substance, any abused substance, any substance which is intended to alter mood, and any medication not prescribed by a physician for the student in possession of the medication.

"Intentionally harass" means a knowing and willful course of conduct directed at a specific student which seriously alarms, annoys, threatens, or intimidates the student and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to suffer substantial emotional distress.

"Reasonable suspicion" means an act of judgment by a district employee or independent contractor that leads to a reasonable and prudent belief that a student is in violation of this policy or the "use" or "under the influence" provisions of Idaho Code Section 37-2732C, which defines controlled substances. Such act of judgment is based on the employee's or independent contractor's training in recognizing the signs and symptoms of alcohol and controlled substance use. The fact that a student has previously disclosed use of a controlled substance will not be deemed a factor in determining reasonable suspicion at a later date.

"School premises" includes all buildings, facilities, and property owned or leased by the district, school buses and other school vehicles, and the location of any school-sponsored activity or function.

"Distribution" includes the transporting, selling, delivering, gifting or sharing of a drug.

POLICY

Students attending school in this district will not use, possess, sell, buy, or distribute drugs, including alcohol, tobacco, controlled substances, or related paraphernalia, on school premises.
Any student will violate the district's drug, alcohol, and tobacco use policy when:

1. He or she is on school premises, evidencing behavior that creates a reasonable suspicion that he or she may be illegally under the influence of drugs;

2. He or she admits to using, possessing, selling, buying, or distributing drugs on school premises;

3. He or she is found to use, possess, sell, buy, or distribute drugs, or related paraphernalia, on school premises;

4. He or she is found to possess drugs, or related paraphernalia, or to have such substances on his or her person, or in his or her locker, vehicle, or other property on school premises.

ALCOHOL OR CONTROLLED SUBSTANCES: VOLUNTARY DISCLOSURE

Any student who voluntarily discloses using or being under the influence of alcohol or any controlled substances before he or she is reasonably suspected to be in violation of the law and this policy will be provided anonymity to the extent that:

1. Disclosure is held confidential on a faculty need-to-know basis; and

2. Notification of the disclosure and availability of counseling is provided to the student's parent/guardian.

3. In order to provide opportunity for intervention and prevention, the student must complete a drug/alcohol assessment by a state approved drug/alcohol agency or a certified drug/alcohol counselor at the parents' expense. A release of information for the school to obtain the results of the assessment is required. Upon completion of the assessment, the student must follow the recommendations of the assessment.

ALCOHOL OR CONTROLLED SUBSTANCES: REFERRAL TO LAW ENFORCEMENT

Once a student is reasonably suspected of being in violation of the law and this policy regarding alcohol or controlled substances, regardless of any previous voluntary disclosure, the building principal or designee will immediately notify the student's parent or guardian and report the incident to the local law enforcement agency.

Any student exhibiting inappropriate behavior that suggests "using" or "being under the influence" of alcohol or controlled substances will be immediately escorted by a district employee to an administrative office for interviewing and observation by the principal or designee. Except in the case of an emergency, the student will not be left unattended and will not be allowed to leave the school premises.

The principal or designee will refer the student to the law enforcement agency if, upon observing and/or interviewing the student, he or she reasonably suspects that the student is using or under the influence of alcohol or a controlled substance. District employees will cooperate fully with any law enforcement

investigation of a violation of this policy, including, but not limited to, providing access to lockers, desks, and other school property, and providing oral and/or written statements regarding the relevant events.

The principal or designee, and/or any other employee having observed the student's behavior will document his or her observations of the student; the documentation will be provided to the law enforcement agent, and a copy will be placed in the student's discipline record.

ENFORCEMENT PROCEDURES

The procedures to enforce this policy are as follows:

1. **First Offense**:
   A. Students who violate this policy will **receive ISS (In School Suspension) from** the principal or building administrator for **a period of** five (5) **to ten (10)** days, unless extraordinary circumstances exist.
   B. The student must complete a drug/alcohol assessment by a state approved drug/alcohol agency or a certified drug/alcohol counselor at the parents' expense. A release of information for the school to obtain the results of the assessment is required. Verification of the appointment is necessary before the student will be re-admitted to school, and completion of the assessment will be required as a condition for the student to remain in school.
   C. The student must follow the recommendations of the assessment as a condition for remaining in school. If the student does not follow the recommendations of the assessment, the discipline procedure **(As outlined in GVSD Policy #3330 & #3340)** for **additional ISS, OSS (out of school suspension) and/or** expulsion will be applied.
   D. ******** **DELETED** **********

2. **Subsequent Offenses:**
   A. Students who violate this policy **a second time** will **receive ISS from** the principal or building administrator for **ten (10)** days, unless extraordinary circumstances exist.
   B. **Additional violations of this policy will result in additional ISS, OSS and/or the initiation of the discipline procedure (As outlined in GVSD Policy #3330 & #3340) for expulsion at the discretion of school administration**.

3. **Distribution:**
   A. Distribution of any "drug" as defined in district policy, will result in **a minimum of 10 days ISS, however OSS may be administered and/or the initiation of the discipline procedure (As outlined in GVSD Policy #3330 & #3340) for expulsion may be applied at the discretion of school administration.**

4. **Referral to Law Enforcement:** The student will be referred to the law enforcement agency, if appropriate. If the incident involves using or being under the influence of alcohol or a controlled substance, the student will be referred to the local law enforcement agency. In all other situations, referral to law enforcement will be at the discretion of the building principal or designee.

5. **Search and Seizure:** A student's person and/or personal effects (e.g., purse, book bag, **etc.**) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drugs or drug paraphernalia. Any evidence that a student has violated the law and this policy may be seized by the principal or designee.

   Lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and desks. Authorized school officials may open and inspect lockers and desks when there is reasonable cause to believe that the locker or desk may contain items which may be a threat to safety and security. Such a search may be conducted without a search warrant, and without notice or consent.

Students are permitted to park on school premises as a matter of privilege, not right. The district retains the authority to conduct routine patrols of school parking lots and to inspect the exteriors of automobiles on school premises. The interiors of vehicles on school premises may be inspected whenever an authorized school official has reasonable cause to believe that illegal materials are contained inside. Such patrols and inspections may be conducted without notice, consent, or a search warrant.

6. **Parent Contact:** The student's parent/guardian will be contacted as soon as possible following any alleged violation of this policy.

STUDENTS WITH DISABILITIES

Suspensions and expulsions of students with disabilities as defined by Public Law 94-142 and subsequent amendments (Individuals with Disabilities Education Act), Section 504 of the 1973 Rehabilitation Act, and the Americans with Disabilities Act will follow federal guidelines as well as the provisions of this policy.

IMMUNITY FOR GOOD FAITH IMPLEMENTATION

District employees and independent contractors of the district who implement this policy in good faith and with appropriate foundation are immune from civil liability.

INTENTIONAL HARASSMENT

District employees and independent contractors of the district are prohibited from using their authority to determine reasonable suspicion solely for the purpose of intentionally harassing a student. Using the authority in such a manner may result in disciplinary action against the employee or may be considered a breach of the district's contract with the independent contractor.

NOTICE

Upon adoption of this policy, the board will provide notice of the policy to each student, parent/guardian, or custodian by publishing such notice in a newspaper of general circulation in the district. Subsequently, a copy of the policy will be provided to each new student, as well as to the parent/guardian or custodian, at the time of initial registration in a district school.

LEGAL REFERENCE:

Idaho Code Sections
- 33-205
- 20-516
- 33-210
- 37-2705
- 37-2732C

Drug-Free Schools and Communities Act of 1988
- PL 100-690 and all subsequent amendments

Individuals with Disabilities Education Act
- PL 94-142 and subsequent amendments

Section 504 of the 1973 Rehabilitation Act

Americans with Disabilities Act

Policy History:

Adopted on: 04-12-2016

Reviewed on:

Revised on:

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

LEA	# 071	Name: Garden Valley Schools	
Superintendent	Name: Randy K. Thompson		Phone: 208-462-3756
	E-mail: rthompson@gvsd.net		
CIP Contact	Name: Randy K. Thompson		Phone: 208-462-3756
	E-mail: rthompson@gvsd.net		

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

Mission:

The mission of the Garden Valley School District is to provide educational excellence, allowing students to succeed in an ever-changing world.

Vision:

Our school district is a place where:

- Students receive a quality education, perform at a high level of competence and enjoy a safe and caring atmosphere
- All staff members continue to grow professionally and improve their skills to reach all learners

Objectives:

Students will demonstrate:

- Respect
- Responsibility
- Commitment
- Integrity

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

We invite parents to several Parent Nights throughout the school year. We gather information from them at open houses, math nights, reading nights, streaming nights, and during any other scheduled events involving parents. Over the past couple of years, we have been requesting and gathering information from parents and community members on our back to school plans because of COVID and on our use of funds plan for COVID relief. At each monthly school board meeting, we include time on the meeting agenda for community input into these plans. We also have parents on all of our developing committees to secure input throughout the year as our committees meet. Parents and community members were on the curriculum committee this past school year and provided valuable input into the process of selecting a new curriculum for elementary school. We have a growth committee to help us address future growth needs and the various needs that may arise as a result of

our growth. There are community members and parents on this growth committee. Parents and community members served on interview committees for new faculty members that were hired for this school year. Parental and community input is gathered before recommendations for things such as hiring and curriculum changes are presented to the board. Teacher-Parent communication will continue to be a strong focus for us this year. A faculty member from the school leadership team has been assigned to coordinate PTO efforts. We will ensure we have the necessary communication and input from parents and the community to help us constantly improve our processes and procedures. We will explore additional opportunities to utilize the limited local media to better communicate with parents and the community. We will consider public forums to seek input on major decisions, especially those involving fund expenditures and growth strategies. We will seek opportunities to provide more support to parents and students. We will continue to utilize school board meetings to review test results, refine our plans for improvements, and develop new goals.

Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2022-23 Continuous Improvement Plan Metrics – Template Part 2.** The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

CONTINOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 71	LEA Name: Garden Valley Schools

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/071

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

(blue shaded metrics are required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort	2022 cohort
		100.0%	100.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
		100.0%	100.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	82.0%	85.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	60.0%	60.0%
	% students who make adequate growth on the grade 8 Math ISAT	85.0%	85.0%
	% students who score proficient on the grade 8 ELA ISAT	80.0%	80.0%
	% students who make adequate growth on the grade 8 ELA ISAT	90.0%	90.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	60.0%	70.0%
	% students who make adequate growth on the grade 6 Math ISAT	85.0%	85.0%
	% students who score proficient on the grade 6 ELA ISAT	60.0%	70.0%
	% students who make adequate growth on the grade 6 ELA ISAT	85.0%	85.0%

CONTINOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80.0%	**80.0%**
	% students who score proficient on the Grade 1 Spring IRI	80.0%	**80.0%**
	% students who score proficient on the Grade 2 Spring IRI	85.0%	**85.0%**
	% students who score proficient on the Grade 3 Spring IRI	80.0%	**85.0%**
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	**65.0%**
	% students who make adequate growth on the Grade 4 ELA ISAT	85.0%	**85.0%**

CONTINOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A **or** Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (If available)	2022-23 Performance Targets (LEA's Chosen Goals)
% of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	85.0%	n/a	**85.0%**

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

We are monitoring student progress using I-Station assessments monthly. We utilize I-Station assessments based on student need. We provide additional intervention time for each tier group. We have a learning loss paraprofessional who provides additional time for pull-out, specific reading instruction. We conduct progress monitoring with students 4 times each year as an additional reading assessment. We provide additional, targeted instruction for individual student needs based on assessment data.

CONTINOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A **or** Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (If available)	2022-23 Performance Targets (LEA's Chosen Goals)
Have 100% of our students apply to a minimum of two trade schools or colleges	100.0%	100.0%	**100.0%**

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* than those required in Section I, above.

We will encourage students to take dual enrolled credit classes that apply to future degree programs. We will provide opportunities for students to complete college and trade school visits. We will provide career and college days/sessions on our campus for college recruiters, trade school recruiters, military recruiters, etc... to visit and meet with high school students.

CONTINOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

We experienced some progress towards meeting our metrics over the past school year. However, we did see declines in certain metrics. We have a clear focus this school year in putting the past behind us and moving forward. We recognize challenges from the last few years, but we embrace the opportunity to focus on student achievement in this coming school year. Our teachers will be focused on doing all they can to provide high quality, individualized instruction to all students. Our administrators and staff will be working tirelessly to support our teachers in all their efforts. As an administrative and leadertship team, we will do all within our power to provide a safe and productive environment for our students, while consistently giving our teachers the support they need to be successful. We expect our efforts will yield the desired results and improvements in these key metrics identified in this plan.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES: