



SAFE & DRUG FREE SCHOOLS

2009-2010 YEAR END REPORT



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Safe and Drug-Free School programs in Idaho focus on strengthening the resiliency of students by supporting prevention education and fostering positive learning environments that are safe, drug and violence free in which youth realize their maximum academic and life skills potential.

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EXECUTIVE SUMMARY

STATE DEPARTMENT OF EDUCATION STATE TOBACCO TAX AND FEDERAL TITLE IVA 2009-2010 SAFE AND DRUG-FREE SCHOOLS PREVENTION PROGRAM (SDFS)

Safe and Drug-Free School programs in Idaho focus on strengthening the resiliency of students by supporting prevention education and fostering positive learning environments that are safe, drug and violence free in which youth realize their maximum academic and life skills potential.

SDFS PROGRAM – 2009-2010

115 District program grants awarded

- plus Idaho School for the Deaf and the Blind
- plus ten charter schools

participating students (comprehensive approach; many participants are involved in more than one activity, service or program)

parents involved

community members provided volunteer hours

PROGRAM SUCCESS INDICATORS

(Results for Years 2000-2010)

35.9% Decrease in harassment incidents

11.2% Decrease in tobacco use on school campus and at activities

31.5% Decrease in incidents of fighting

34.9% Decrease in incidents of other drug use on school campus and at activities

42.5% Decrease in incidents of other drug possession on school campus and at activities

Impact

The Safe and Drug-Free Schools Program has had a significant impact on student use of tobacco, alcohol and other drugs.

According to the 2008 Substance Use and School Climate Survey, conducted by the Northwest Regional Educational Laboratory for the State Department of Education, since 1998 students have reported the following changes in percentage of usage:

	Grade 6	Grade 8	Grade 10	Grade 12
Tobacco	- 2.0	-10.2	-17.2	-6.0
Alcohol	- 6.1	- 13.0	-15.3	-4.7
Any drug	+1.4	- 3.5	-8.0	+2.7

A complete copy of the 2008 Substance Use and School Climate Survey can be found on the State Department of Education website: http://www.sde.idaho.gov/site/safe_drugfree/data_resources.htm

Idaho Safe and Drug-Free Schools Program Program Success Indicators

The program is designed to discourage Idaho youth from the habitual use of alcohol, tobacco and other drugs. The principal goal of the program is to help ensure that all schools are safe, disciplined and drug-free by promoting the implementation of prevention education directed toward drug use and violence.

School District SDFS programs are required to adhere to Principles of Effectiveness:

- Based on needs assessments of objective data
- Based on performance measures
- Grounded in scientifically-based research (currently 34 research-based programs including 6 parent programs are being implemented)
- Based on analysis of prevalence of risk factors, protective factors and 40 developmental assets identified through scientifically-based research (all programs, activities and services must address risk/protective factors)
- Include consultation with and input from students and parents (required parent representation on district Safe and Drug-Free Schools Advisory Board; student representation is strongly recommended)
- Evaluated annually against locally selected performance measures and modified over time (based on the evaluation) to refine, improve and strengthen the program.

Idaho Substance Use and School Climate Survey Results (2008 sample size: 15,200)

Percentage of Idaho students who have ever:

Grade	Used Alcohol		Used Smoking Tobacco		Used Any Drug		Used Cocaine		Used Marijuana		Used Inhalants		Used Methamphetamines	
	1996	2008	1996	2008	1996	2008	1996	2008	1996	2008	1996	2008	1996	2008
6th	24.4	12.3	8.0	3.2	7.6	7.0	0.5	0.3	2.1	1.4	5.7	3.9	0.7	0.4
8th	49.7	29.2	28.7	11.0	25.5	14.5	3.5	1.3	14.7	7.6	16.0	8.3	4.4	1.0
10th	69.8*	47.6	40.6*	23.4	44.9*	28.7	5.1*	3.7	31.2*	22.8	10.7*	8.9	7.8*	2.3
12th	67.9	59.9	48.1	36.0	37.6	38.9	7.2	6.9	33.4	33.5	10.0	8.0	10.4	2.4

*10th grade was not included in the 1996 survey – 1998 data was used.

State Year-End Incident Reports: (the annual incident report is a summary of data reported by administrators)

School Year	Tobacco Use	Tobacco Possession	Alcohol Use	Other Drug Use	Expulsions	Fights	Vandalism	Total Weapons
2001-02	576	661	357	445	265	8,836	1,347	464
2008-09	616	541	229	432	176	6,841	1,189	715

Complete Year-End Reports found on program web site:

http://www.sde.idaho.gov/site/safe_drugfree/data_resources.htm

Student Assistant Programs (SAP)

SAPs are defined as comprehensive primary prevention and early intervention programs for students in grades K-12. The programs include a systematic effort to educate, identify, assess, refer and support students with drug abuse problems and other high-risk behaviors that are interfering with the education and life development of students.

The SAP results are from participant surveys.

Survey Responses	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Reported that the program had a positive effect on school attendance	49%	71%	61%	64%	73%	80%	82%	85%	79%
Reported that the program had a positive effect on overall school work	NA	68%	66%	62%	71%	74%	81%	85%	80%
Reported that the program gave them positive ways to deal with problems	67%	84%	79%	82%	85%	90%	89%	91%	87%
Reported that they had felt increased feelings of self worth	72%	79%	73%	76%	81%	86%	85%	86%	81%

Safe and Drug-Free Schools Statewide Advisory Board

The *mission* of the Idaho Department of Education's Safe and Drug-Free Schools and Communities Advisory Board is to provide stewardship of the Federal and State funds allocated for substance abuse and violence prevention programming in Idaho schools and to encourage healthy lifestyles for students through education, professional development and the provision of resources to schools and communities to address risk behaviors.

Goal 1. Structure resources and assistance to most effectively decrease the use of alcohol, tobacco, and other drugs among Idaho youth and to establish safe learning environments in Idaho Schools.

Objectives:

- To ensure the utilization of the Principles of Effectiveness in school based prevention efforts.
- To increase the average age of first experimentation with alcohol, tobacco, and other drugs.
- To decrease the incidents of bullying, harassment and fighting in schools.
- To provide funding support for programs that educate parents, youth, community partnerships, etc., in comprehensive alcohol, tobacco, drug and violence prevention programming that emphasize strength based youth development through established best practices and objective data.
- To pursue and establish collaborative partnerships.
- To address priority needs in Idaho regions through funding disbursements.
- To evaluate programs to ensure that goals are achieved.
- To reduce the number of youth involved in alcohol- or other drug-related auto crashes.

Goal 2. Educate elected officials, lawmakers and communities about SDFS programs in an effort to increase allies and secure program funding.

Objectives:

- To provide technical support to grant applicants.
- To document effective use of monies.
- To assist grantees in quantifying data.
- To implement bi-annual Substance Use and School Climate survey.
- To demonstrate program effectiveness to legislators, elected officials and community leaders.

Goal 3. Provide oversight and guidance on Idaho's 21st Century Community Learning Center Program (21st CCLC).

Objectives:

- To serve as stakeholders and reviewers for the 21st CCLC grant competition.
- To provide final approval for funding recommendations.
- To review and provide feedback on policy, monitoring and program direction.
- To provide insight and guidance regarding program effectiveness.

2009-2010 Safe and Drug-Free Schools Statewide Advisory Board

Major Ralph Powell - Chair
Idaho State Police

Debbie Field
Director, Office of Drug Policy

Juan Saldana
ID Commission on Hispanic Affairs

Alan Miller
Idaho Juvenile Corrections

Georgia Girvan
RADAR, BSU

Dr. Willis McAlesse
Health & Nutrition Sciences, ISU

Judge Bryan Murray
Bannock County

Cecil Ricks
Business Representative

Elke Shaw-Tulloch
Idaho Health & Welfare Dept

Representative Richard Wills
Idaho State Legislature

Kelly Brannock
American Falls 21st CCLC Program

Amy Bartoo
Idaho Drug-Free Youth

Sara Chase
Cooper Drake

Diane Tappen –
Eberharter-Maki & Tappen, PA

Tina Naillon
State Dept. of Education Learn & Serve

Tamara Kam
Idaho PTA, Inc.

Chief Greg Moon
Weiser Police Department

Ken Robison
Former Idaho Representative

Bethany Gadzinski
Idaho Health & Welfare Dept

Debbie Mueller
SDFS Coordinator, McCall – Donnelly

Senator Melinda Smyser
Idaho State Legislature
SDFS Coordinator- Caldwell

Safe and Drug-Free Schools Program

PROGRAM FOUNDATION

Principal Goal

Safe and Drug-Free School programs in Idaho focus on strengthening the resiliency of students by supporting prevention education and fostering positive learning environments that are safe, drug and violence free in which youth realize their maximum academic and life skills potential.

Primary Objectives

Identify, develop and implement age appropriate comprehensive drug education and prevention programs involving parents, schools and community.

Establish a school environment that is a safe and drug-free place for students to learn and for adults to work.

Ensure the utilization of effective prevention programs, services and activities that assist in the development of protective factors and life skills and build on developmental assets.

Prevention Strategies

Researchers have identified several strategies that prevent the involvement of young people in drug use, violence and other harmful behaviors. In implementing prevention efforts for youth, the following strategies should be incorporated:

- Offer information in a variety of formats (literature, assemblies, discussion, etc.)
- Provide life skills training (increase resiliency and locus of control)
- Provide alternative activities (structured, pro-social events focused on making healthy choices)
- Engage the community in school based efforts

COMPREHENSIVE PROGRAMS – Annual school district applications are submitted for approval; however, before approval is granted districts are required to use "**Principles of Effectiveness**" to develop comprehensive substance abuse and violence prevention programs designed to meet the needs of all students.

Components for Comprehensive Program:

- **Dedicated Personnel** – Assign qualified staff the responsibility to delivery prevention education and services.
- **Curriculum** – Prevention programs implemented and taught in classroom setting during the school day.
- **Non-Curriculum** – Activities that emphasize and reinforce prevention programs before and after school and during lunch.
- **Peer-Delivered** – Youth-led activities, such as mentoring, peer mediation, cross-age teaching and Natural Helpers.
- **Intervention** – Services or activities that provide help, such as Student Assistance Programs (SAP), counseling and drug/alcohol assessments.
- **Alternative/Charter Schools** – Prevention programs specialized for alternative school teaching environment and charter schools.
- **Parent/Community** – Awareness/educational prevention and parenting skills programs.
- **Special Events** – Assemblies, presentations and activities that reinforce prevention efforts.
- **Prevention Staffing/Development** – Continued learning for staff implementing prevention programs, workshops, seminars and trainings.
- **Volunteers** – Comprehensive approach to prevention involves volunteer activities.

SECTION I

Program and Financial Overview



2009-2010 State Tobacco Tax and Federal Title IV Appropriation
Program Component Breakdown

- Expenditures, Participants
- Volunteer Service Hours

State Tobacco Tax District Flowthrough Expenditure Chart

Federal Title IV District Flowthrough Expenditure Chart

2009-2010 State Tobacco Tax and Federal Title IV District Allocations

1997-2010 State Tobacco Tax and Federal Title IV Appropriation,
Enrollment and Participation

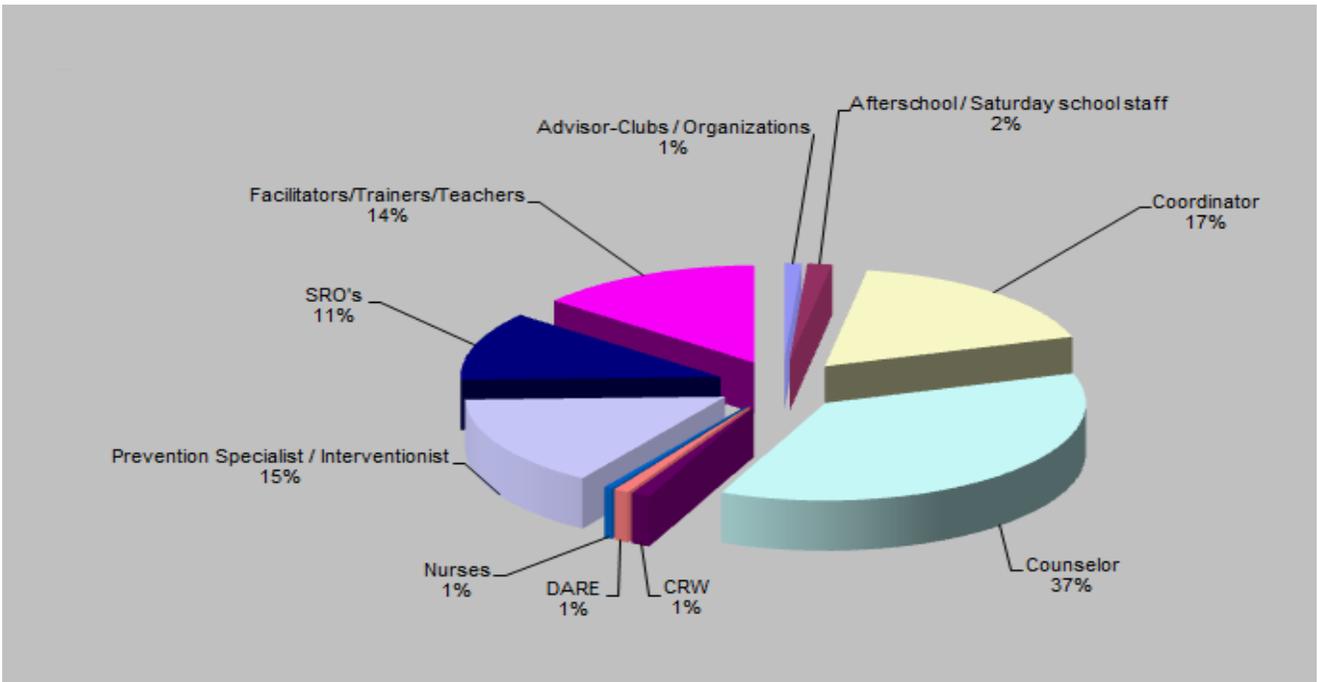
**2009-2010
SAFE AND DRUG-FREE SCHOOLS PROGRAM COMPONENT BREAKDOWN
EXPENDITURES AND PARTICIPANTS**

State Tobacco Appropriation Including Cigarette and Lottery Tax Revenue	\$5,576,652	Title IV Federal Appropriation	\$1,423,348
District Base @ \$1,500 X 126 = \$189,000 Plus District Flowthrough	\$4,486,520	District Flowthrough	\$1,323,714
ISP Forensic Lab	\$200,000	Program	\$42,700
Discretionary - Includes \$70,000 for Idaho Commission on Hispanic Affairs	\$390,132	Administration	\$56,934
Administration	\$100,000		
Competitive Funding – Alternatives to Suspension and Expulsion	\$400,000		

Total Program Participation and Budget Breakdown
Comprehensive Approach – many participants are involved in more than one activity, service or program

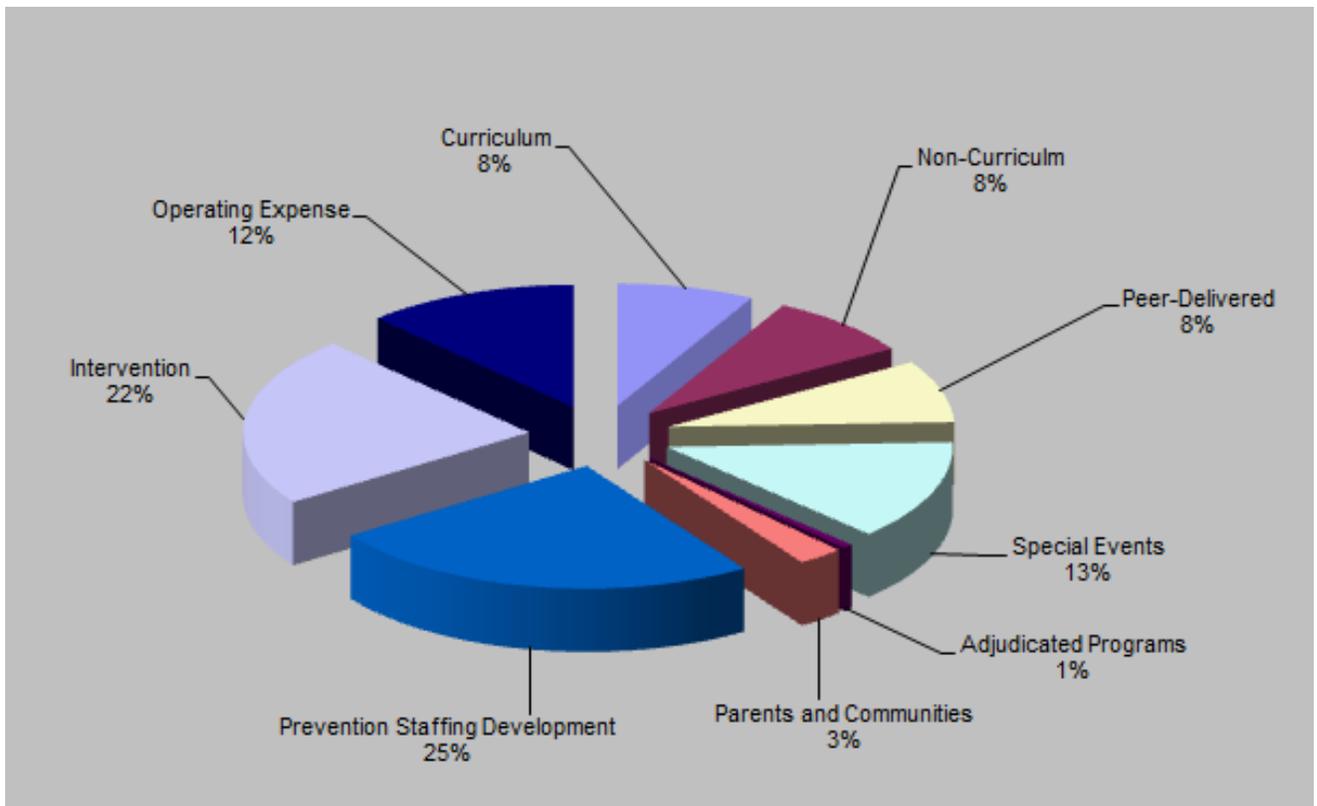
Program Category	Explanation	Participation	State Tobacco Tax Expenditures	% of State	Federal Expenditures	% of Fed
Curriculum	Prevention programs implemented and taught in classroom during school day	342,796	\$70,188	1.63	\$38,219	3.07
Non-Curriculum	Activities that emphasize and reinforce prevention programs before and after school and during lunch. Including 13,701 students in after-school programs	238,240	\$75,449	1.75	\$28,105	2.26
Peer-Delivered	Youth led activities such as peer mediation, cross age teaching, Natural Helpers	72,224	\$74,186	1.72	\$35,630	2.87
Special Events	Assemblies, presentations and activities that reinforce prevention efforts	362,199	\$118,408	2.74	\$59,512	4.79
Alternative & Charter School	Programs established in alternative school teaching environment and charter schools Alternative Schools = 1,799 students Charter Schools = 813 students	2,612	\$4,425	0.10	\$3,018	0.24
Adjudicated (Programs servicing youth in/from Juvenile Corrections)	Prevention programs such as Drug and Truancy Court, Thinking for a Change, Oasis Liaison, STEPPS	2,002	\$5,200	0.12	\$1,600	0.13
Parents/Communities	Awareness/ educational prevention and parenting skills programs	12,794	\$23,457	0.54	\$16,203	1.30
Volunteers	Comprehensive approach and costs associated with prevention volunteer Activities Volunteer Hours = 47,774	4,977	\$66	0.00	\$0	0.00
Prevention Staffing Development	Staff involved in implementing prevention programs, workshops, seminars and trainings	4,745	\$222,550	5.15	\$115,196	9.26
Intervention	Services or activities that provide help such as Student Assistance Programs (SAP), counseling, drug / alcohol assessments	87,924	\$202,997	4.70	\$82,362	6.62
Operating Expense	Prevention program materials, supplies, mailing, copies, indirect costs	N/A	\$108,699	2.52	\$49,218	3.96
Prevention Program Staffing	Prevention program implementation personnel and costs in implementing prevention programs (i.e. SRO, Counselors, SDFS Coordinators, etc.)	1,088	\$3,412,939	79.03	\$814,536	65.50
	Total	1,129,964	\$4,464,201	100.00%	\$1,243,599	100.00%

**2009-10
State Tobacco Tax District Flowthrough Expenditures
(\$5,589,160)
Prevention Program Staff v/s Other Program Categories**

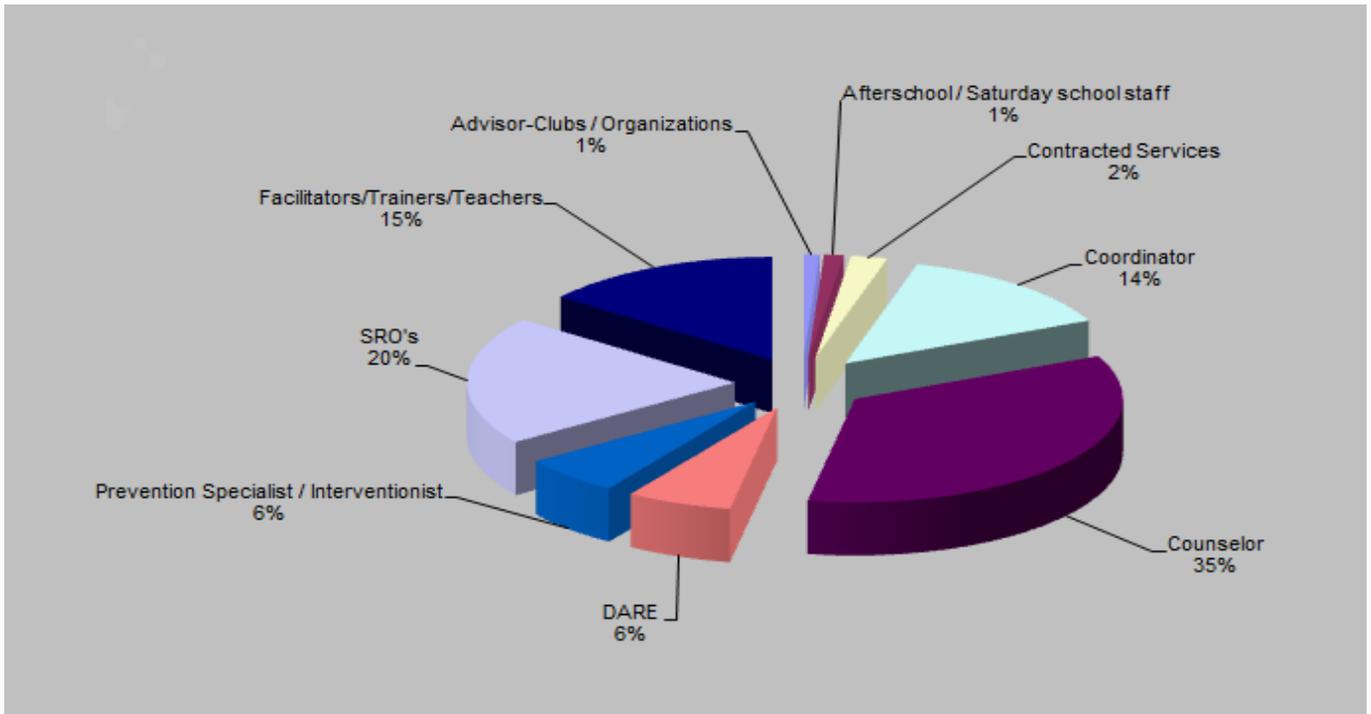


*All staff positions approved for SDFS funding must specify prevention focus through a detailed job description as part of the funding application.
CRW – Community Service Workers, SRO – School Resource Officer, DARE – Drug Abuse Resistance Education

State Tobacco Tax Non-Staff Categories - Breakdown

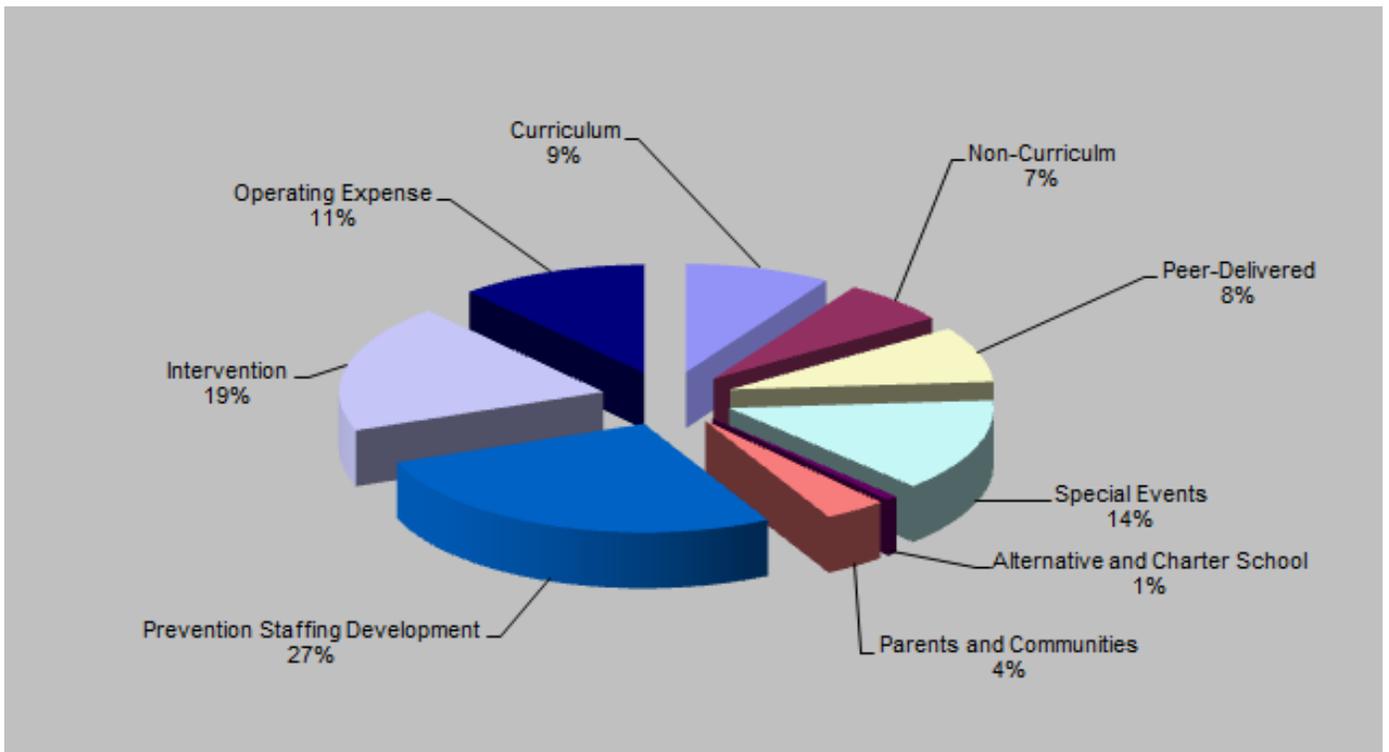


**2009-10
Federal Title IV District Flowthrough Expenditures
(\$1,307,981)
Prevention Program Staff v/s Other Program Categories**



*All staff positions approved for SDFS funding must specify prevention focus through a detailed job description as part of the funding application. CRW – Community Service Workers, SRO – School Resource Officer, DARE – Drug Abuse Resistance Education

Federal Title IV Non-Staff Categories – Breakdown



2009-2010 State and Federal District Allocations

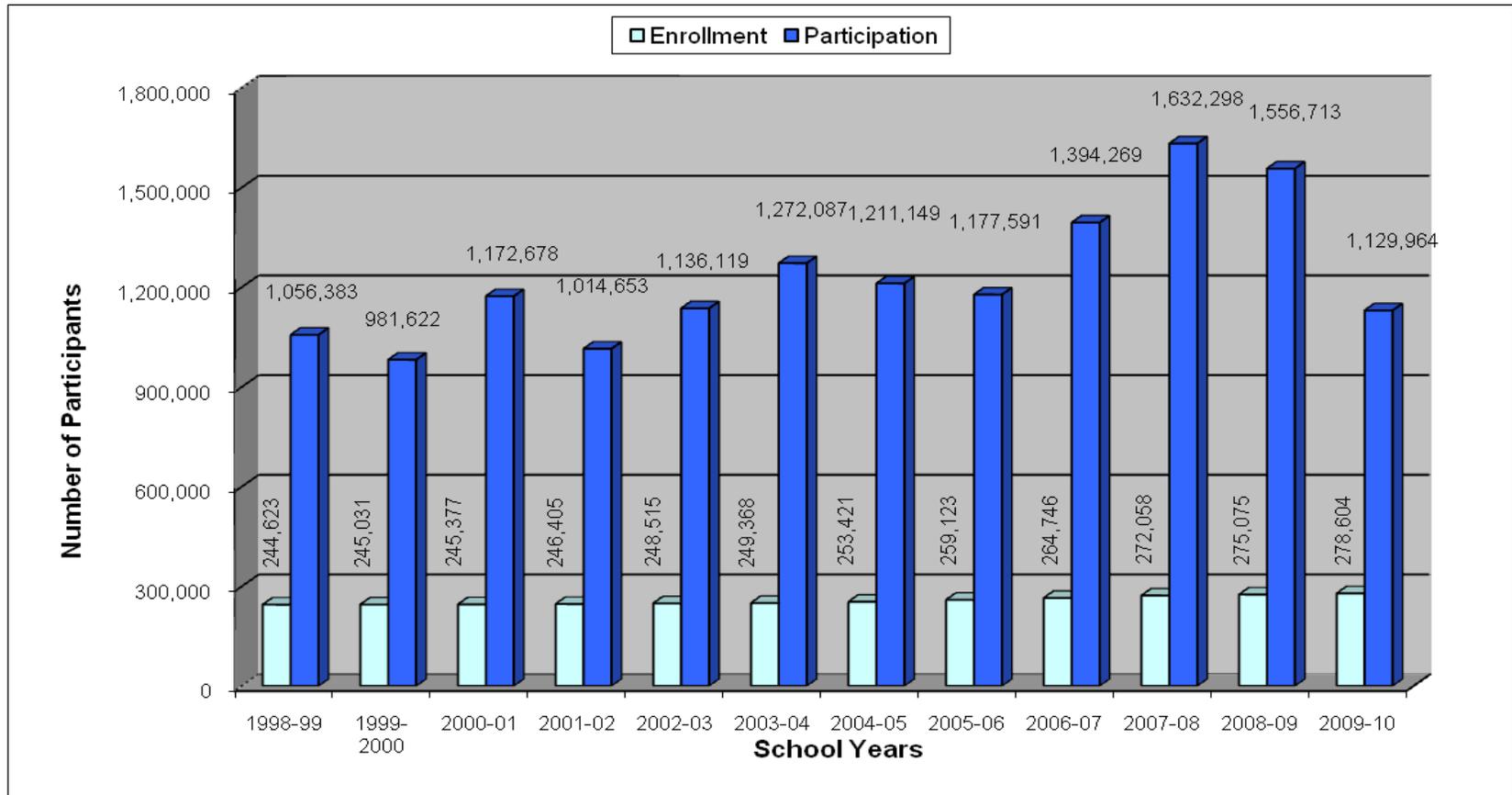
Dist No.	School District	State	Federal	Total District Allocation
58	ABERDEEN	\$14,566	\$5,191	\$19,757
381	AMERICAN FALLS	\$25,676	\$9,833	\$35,509
383	ARBON	\$1,645	\$18	\$1,663
394	AVERY	\$1,780	\$347	\$2,127
72	BASIN	\$8,147	\$2,036	\$10,183
33	BEAR LAKE	\$19,413	\$5,058	\$24,471
55	BLACKFOOT	\$68,617	\$26,657	\$95,274
773	Blackfoot Charter	\$1,861	-	\$1,861
61	BLAINE CO.	\$51,884	\$10,658	\$62,542
234	BLISS	\$4,260	\$634	\$4,894
1	BOISE	\$405,566	\$130,721	\$536,287
492	Boise Anser Charter	\$2,982	-	\$2,982
93	BONNEVILLE	\$142,560	\$35,376	\$177,936
101	BOUNDARY CO.	\$27,000	\$10,433	\$37,443
365	BRUNEAU GR-VIEW	\$7,762	\$3,879	\$11,641
412	BUHL	\$21,069	\$7,683	\$28,752
111	BUTTE CO. (ARCO)	\$8,962	\$3,014	\$11,976
132	CALDWELL	\$103,134	\$56,750	\$159,884
121	CAMAS CO.	\$4,332	\$539	\$4,871
432	CAMBRIDGE	\$3,595	\$1,180	\$4,775
422	CASCADE	\$6,854	\$2,048	\$8,902
151	CASSIA CO.	\$82,178	\$26,976	\$109,154
417	CASTLEFORD	\$5,896	\$2,185	\$8,081
181	CHALLIS	\$8,658	\$2,483	\$11,141
161	CLARK	\$4,748	\$1,353	\$6,101
271	COEUR D'ALENE	\$166,727	\$47,610	\$214,337
774	Coeur d'Alene Academy	\$7,288	-	\$7,288
242	COTTONWOOD	\$8,055	\$1,946	\$10,001
13	COUNCIL	\$5,693	\$1,281	\$6,974
342	CULDESAC	\$3,424	\$855	\$4,279
314	DIETRICH	\$4,737	\$1,713	\$6,450
221	EMMETT	\$45,365	\$14,683	\$60,048
413	FILER	\$23,218	\$6,440	\$29,658
59	FIRTH	\$13,925	\$3,264	\$16,913
215	FREMONT CO.	\$38,273	\$13,925	\$52,198
373	FRUITLAND	\$28,945	\$8,347	\$37,292
71	GARDEN VALLEY	\$5,386	\$1,438	\$6,824
459	GARDEN CITY COMM	\$3,570	\$737	\$4,307
282	GENESEE	\$6,483	\$1,082	\$7,565
192	GLENNS FERRY	\$9,248	\$5,005	\$14,253
231	GOODING	\$21,761	\$7,537	\$29,298
148	GRACE	\$8,522	\$2,481	\$11,003
233	HAGERMAN	\$7,959	\$1,451	\$9,410
415	HANSEN	\$7,498	\$3,193	\$10,691
305	HIGHLAND	\$4,706	\$1,090	\$5,796
370	HOMEDALE	\$21,793	\$8,067	\$29,860
73	HORSESHOE BEND	\$6,445	\$1,780	\$8,225
91	IDAHO FALLS	\$159,253	\$47,394	\$206,647
592	ISDB	\$2,789	\$455	\$3,244

2009-2010 State and Federal District Allocations

Dist No.	School District	State	Federal	Total District Allocation
466	ISUCCEED Charter	0	1,058	\$1,058
251	JEFFERSON CO.	\$70,850	\$16,624	\$87,474
261	JEROME	\$55,051	\$18,284	\$73,335
304	KAMIAH	\$10,310	\$3,045	\$13,355
391	KELLOGG	\$22,555	\$9,157	\$31,712
283	KENDRICK	\$6,109	\$1,420	\$7,529
414	KIMBERLY	\$23,820	\$4,304	\$28,124
274	KOOTENAI	\$5,742	\$1,768	\$7,510
3	KUNA	\$71,433	\$18,797	\$90,230
84	LAKE PEND OREILLE	\$63,244	\$23,431	\$86,675
779	Sandpoint Charter School	\$2,113	-	\$2,113
272	LAKELAND	\$71,811	\$24,090	\$95,901
341	LAPWAI	\$9,661	\$4,232	\$13,893
340	LEWISTON	\$79,484	\$27,415	\$106,899
182	MACKAY	\$4,684	\$870	\$5,554
321	MADISON	\$74,399	\$22,260	\$96,659
21	MARSH VALLEY	\$20,738	\$6,724	\$27,462
363	MARSING	\$14,960	\$5,378	\$20,246
421	MCCALL DONNELLY	\$16,862	\$3,384	\$20,246
11	MEADOWS VALLEY	\$4,688	\$1,122	\$5,810
136	MELBA	\$13,120	\$3,762	\$16,882
2	MERIDIAN	\$524,765	\$103,855	\$628,620
768	Meridian Charter H S	\$3,073		\$3,073
785	Meridian Medical Arts	\$3,090	-	\$3,090
783	Meridian North Star Charter	\$5,112	-	\$5,112
134	MIDDLETON	\$47,603	\$11,959	\$59,562
433	MIDVALE	\$3,691	\$1,162	\$4,753
331	MINIDOKA CO.	\$66,575	\$22,456	\$89,031
281	MOSCOW	\$41,451	\$9,811	\$51,262
775	Moscow Charter	\$2,329	-	\$2,329
193	MOUNTAIN HOME	\$87,228	\$18,465	\$105,693
244	MOUNTAIN VIEW	\$19,133	\$9,254	\$28,387
392	MULLAN	\$3,293	\$786	\$4,079
418	MURTAUGH	\$4,915	\$1,638	\$6,553
131	NAMPA	\$233,265	\$69,044	\$302,309
372	NEW PLYMOUTH	\$16,423	\$4,561	\$20,984
302	NEZPERCE	\$3,934	\$896	\$4,830
149	NORTH GEM	\$4,239	\$1,066	\$5,305
135	NOTUS	\$6,631	\$2,122	\$8,753
351	ONEIDA	\$15,417	\$3,483	\$18,900
171	OROFINO	\$20,978	\$6,898	\$26,128
137	PARMA	\$18,585	\$7,543	\$26,128
371	PAYETTE	\$28,201	\$11,557	\$39,758
364	PLEASANT VALLEY	\$1,749	\$24	\$1,773
44	PLUMMER/WORLEY	\$8,433	\$4,170	\$12,603
25	POCATELLO	\$190,769	\$71,801	\$262,570
777	Pocatello Charter	\$4,651	-	\$4,651
273	POST FALLS	\$85,503	\$31,932	\$117,435

**1998-2010 Overview – State Tobacco Tax and Federal Title IV
Appropriation, Enrollment and Participation**

Comprehensive Approach – Participants maybe involved in more than one activity, service or program.



Funding (in millions)

Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
State	\$5.5	\$5.2	\$4.7	\$4.7	\$4.7	\$4.7	\$4.7	\$4.7	\$5.5	\$7.0	\$7.0	\$5.6
Federal	\$2.1	\$2.1	\$1.7	\$1.7	\$2.3	\$2.3	\$2.1	\$2.1	\$1.7	\$1.7	\$1.4	\$1.4

Note: For 2003-2004, the appropriation was \$4.7 million. Due to the uncertainty of revenue to be generated because of the increase in the cigarette tax, the actual allocation to districts was \$4.5 million

SECTION II

Comprehensive Prevention Approach



2009-2010 Snapshot of Safe and Drug-Free School Programs

Student Assistance Program (SAP)

- 1997-2010 SAP Identification and Referral Comparisons
 - SAP Component: Support Group Results
-

2009-2010 State Tobacco Tax Competitive Funding Opportunity

- Grantee Budgets
- Student Numbers
- Outcomes of Programs
- Barriers to Success

2009-2010 Snapshot of Safe and Drug-Free School Programs

BEST PRACTICES AND SCIENTIFIC RESEARCH-BASED RISK AND PROTECTIVE FACTORS

Best Practices are those strategies, activities or approaches which have been shown through research and evaluation to be effective at preventing and/or delaying substance abuse.

In more than 20 years of drug abuse research, the National Institute on Drug Abuse (NIDA) has identified important principles for prevention programs in the family, school and community. Idaho prevention programs are designed to enhance “protective factors” and to reduce “risk factors.” Protective factors are those associated with reduced potential for drug use. Risk factors are those that make drug use more likely. Research has shown that many of the same factors apply to other behaviors such as youth violence, delinquency, school dropout, risky sexual behaviors and teen pregnancy.

Protective factors include strong and positive bonds within a pro-social family; parental monitoring; clear rules of conduct that are consistently enforced within the family and in school; involvement of parents in the lives of their children; success in school performance; strong bonds with other pro-social institutions such as school and religious organizations; and adoption of conventional norms about drug use.

Risk factors include chaotic home environments, particularly in which parents abuse substances or suffer from mental illnesses; ineffective parenting especially with children with difficult temperaments or conduct disorders; lack of mutual attachments and nurturing; inappropriately shy or aggressive behavior in the classroom; failure in school performance; poor social coping skills; affiliations with deviant peers or peers displaying deviant behaviors; and perceptions of approval of drug-using behavior in family, work, school, peer and community environments.

Best Practice Researched Based Effective Programs Being Implemented in Idaho

Student Programs

All Stars
Child Development Project
Get Real About Violence
GRASP (Gaining Responsibility After School Program)
Great Body Shop
Growing Healthy
HLAY – Here’s Looking at You
Life Skills Training (LST)

Lion’s Quest for Adolescence
New for Upcoming School Year
PALS – Participate and Learn Skills
PASS – Plan a Safe Strategy Program
PATHS – Promoting Alternative Think Strategies
PATHS-
PeaceBuilders
Positive Action
Positive Options for Teens/Prevention

Project Alert
Project Northland
Project SUCCESS
Project Towards No Drug Use (TNT)
SAP Counseling in Career Ed Classes
Second Step
Smart Team
STEPS – School Transitional Environment Program
Too Good for Drugs
Tribes

Parent Programs

Love and Logic Parenting Class
Parenting Project
Coalition /Drug Task Force
Parents as Teachers
Parents Who Care
STARS for Families

Additional Prevention Programs Based on Risk and Protective Factors

Youth Activities

Natural Helpers
Tutoring
Lunch Buddy Mentoring
IDFY (Idaho Drug-Free Youth)
After School Programs
School Mentor Program
Freshmen Asset Day

Programs for Bullying/Harassment/Violence

Respect and Protect
Don’t Laugh at Me
Character Education
Conflict Managers
Peer Mediation
Peaceworks

Idaho Comprehensive Prevention Approach

“Student Assistance Program”

The Student Assistance Program (SAP) is a school-based prevention and early intervention system designed to foster student success and healthy development by addressing academic, social-emotional and behavioral health issues. Most programs are operated by a Student Assistance Team (SAT) that has representation from the key stakeholders within the school including administrators, teachers, guidance counselors and, when possible, psychologists, social workers and nurses.

Students who are demonstrating “behaviors of concern” are referred by themselves, peers, staff, parents and others to teams that work with the student, the student’s family, faculty, staff and/or outside service providers to develop a plan to ensure student success.

There are 12 components of a Comprehensive Student Assistance Program:

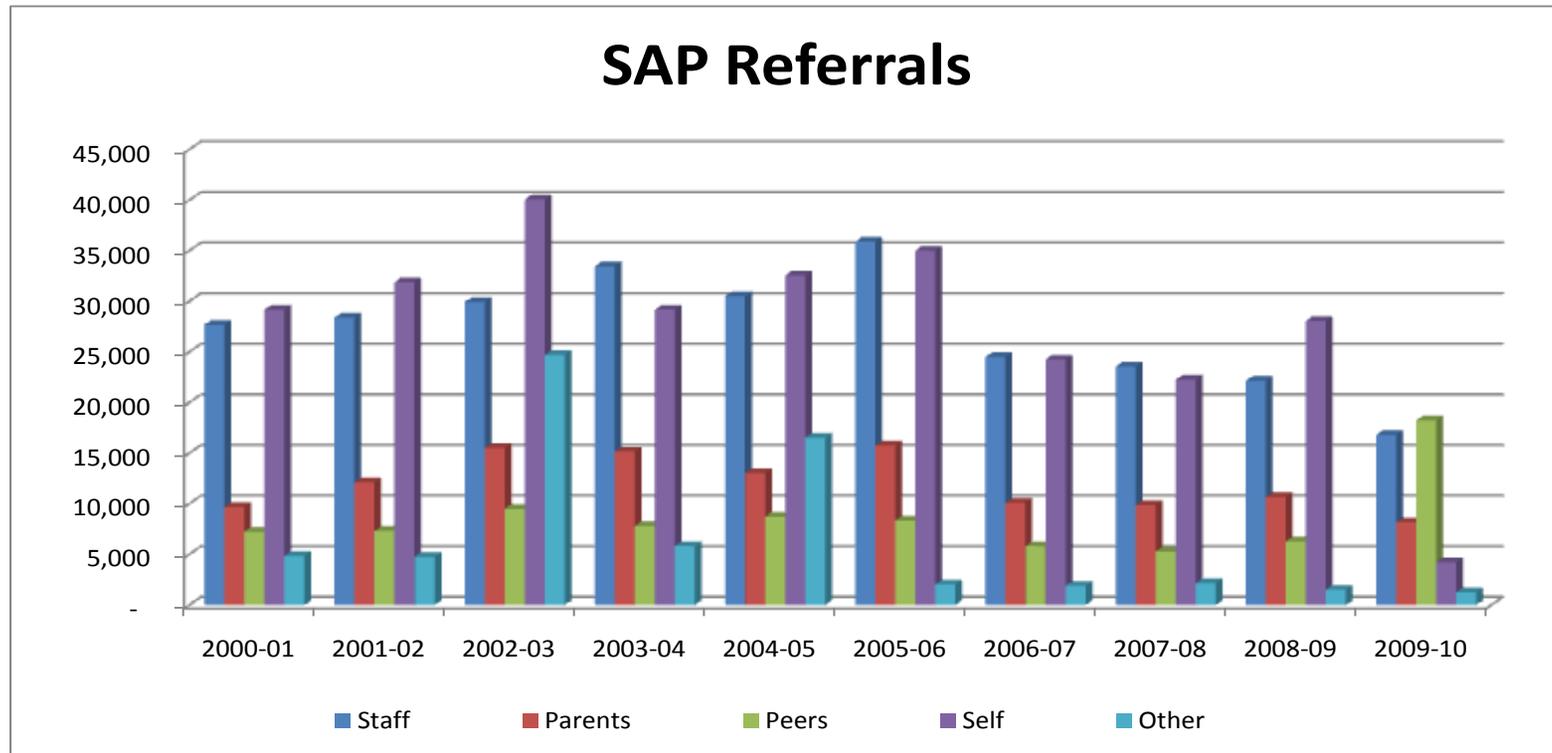
- 1. Advisory Board**
- 2. District Policies, Philosophy, Procedures**
- 3. Education of Staff**
- 4. Identification and Referral**
- 5. Support Groups**
- 6. Prevention Activities**
- 7. Education and Support of Parents/Community**
- 8. Curriculum Infusion**
- 9. Community Networking**
- 10. Evaluation**
- 11. Program Leadership & Administration**
- 12. Staff Wellness**

SAP Component “*Support Group*”

Listing of Various Support Groups Offered

Abusive behavior	New Students
Anger	Non-use
Blended families	Persons/children of substance abuse
Children of divorce	Physically and sexually abused
Co-dependent	Recovery/sobriety
Communication	Relationships
Cultural transition	School leadership
Drug users	Self-esteem
Eating disorders	Suicide
General concern/personal growth	Teen Parents
Grief	Transitions (moving / drop-out)
Intervention	

SAP "Identification and Referral" Component
2000-2010 Identification and Referral Comparisons



	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total
Staff	27,677	28,398	29,927	33,468	30,482	35,903	24,499	23,540	22,152	16,804	272,850
Parents	9,694	12,121	15,534	15,156	13,043	15,747	10,095	9,881	10,675	8,172	120,118
Peers	7,224	7,313	9,495	7,817	8,737	8,354	5,820	5,289	6,267	18,247	84,563
Self	29,169	31,893	40,065	29,186	32,556	35,019	24,250	22,285	28,077	4,234	276,734
Other	4,859	4,757	24,699	5,821	16,518	2,046	1,897	2,167	1,520	1,252	65,536
Total	78,623	84,482	119,720	91,448	101,336	97,069	66,561	63,162	68,691	48,709	771,092

Reasons for referrals may vary and usually include suspected use/abuse of illegal substances; changes in behavior, appearance or groups of friends; a drop in academic achievement or an increase in absences from school.

Teams review every referral. Each case is given individual attention as members look for the "next logical intervention" in helping students toward success in school. Intervention activities commonly employed include referrals to in-school groups, mentorships involving interested non-team staff members, conferences with parents, referrals to community agencies and referrals for drug/alcohol assessments.

**2009-2010 State Tobacco Tax Competitive Funding Opportunity
Year End Expenditures/Participation Report**

School District	No.	Grant Amount	Personnel, Salaries	Travel/Transportation	Equipment	Operating Expenses, Supplies, Materials	Purchased Services	Other	Indirect Costs	Total	Type of Program	Participants
American Falls	381	\$ 39,087	\$ 38,000	\$ 1,087						\$ 39,087	SRO to provide student threat assessment, criminal investigation and law related education, supervise students on probation	38
Basin	72	\$ 39,651	\$ 30,416	\$ 2,880	\$ 1,500	\$ 2,277		\$ 1,358		\$ 38,432	Alternative to students at-risk, credit recovery, individual and career counseling	35
Boise	1	\$ 40,000	\$ 39,200						\$ 800	\$ 40,000	Mentoring, alternative to Suspension/Expulsion	102
Cassia	151	\$ 40,000	\$ 24,035			\$ 6,465	\$ 9,500			\$ 40,000	Reduce incidents through community service, training and support	224
Jefferson Co.	251	\$ 40,000	\$ 32,644	\$ 500		\$ 3,000		\$ 500		\$ 36,644	Community Service as part of alternative to suspension / expulsion	183
Madison	321	\$ 40,000	\$ 38,477			\$ 43		\$ 1,480		\$ 40,000	Community Service as part of alternative to suspension / expulsion, transition back to regular school	119
Orofino	171	\$ 40,000	\$ 40,000							\$ 40,000	Intervention Room as alternative to suspension and expulsion	41
Post Falls	273	\$ 40,000	\$ 34,500	\$ 2,600		\$ 1,300	\$ 1,100	\$ 500		\$ 40,000	Day time community service and afternoon academic time - alternative to suspension and expulsion	68
Salmon	291	\$ 39,950	\$ 35,450	\$ 2,600		\$ 1,500		\$ 400		\$ 39,950	Community Care Diversion, Juvenile Justice, Youth/Adult alternative, SAP	30
Twin Falls	411	\$ 36,577	\$ 34,294	\$ 1,312		\$ 155	\$ 244	\$ 572		\$ 36,577	Community Service as part of alternative to suspension / expulsion	119
Totals		\$ 395,265	\$ 347,016	\$ 10,979	\$ 1,500	\$ 14,740	\$ 10,844	\$ 4,810	\$ 800	\$ 390,689		959

**2009-2010 Year End Report
State Tobacco Tax Competitive Funding Opportunity for
Suspended and Expelled Students**

1. Students Served: 1,102			
	Ethnicity of Participants		Number of students
	Alaska Native		41
	Asian		19
	Black		49
	Pacific Islander		0
	White		778
	Hispanic		215
2. Suspended			
	Male		476
	Female		169
		Court ordered Probation	130
3. Expelled			
	Male		14
	Female		0
4. Of the total number of students you have served this school year, how many students had the listed special education categories:			
	Learning Disability		44
	Emotional Disturbance		7
	Health Impairment		4
	Speech, Language Impairment		8
	Cognitive Impairment		2
	Developmental Delay		0
	Hearing Impairment or Deafness		0
	Multiple Disabilities		0
	Orthopedic Impairment		1
	Visual Impairment		0
	Unspecified		1
5. Suspension Reason (Some suspended more than once):			
	Drugs		30
	Weapons		14
	Disruptive Behavior		329
	Bullying-Harassment		115
	Truancy		405
	Other: (Indicate reasons)		25
	Theft/Vandalism		49
	Fighting		104
	Alcohol		5
	Tobacco		8
	Insubordination		30
	Arson		3
	Other		9
6. Expelled			
	Drugs		3
	Weapons		4
	Disruptive Behavior		3
	Other		3

**2009-2010 Year End Report
 State Tobacco Tax Competitive Funding Opportunity for
 Suspended and Expelled Students – continued**

7. Some students may have been suspended more than once during the year. Of students served, how many were suspended:	
2-3-times	162
4-5 times	45
5+ times	11
8. Of the total number of students you have served this school year how many:	
Successfully completed program	884
Transitioned back to original school	532
Received a GED	4
Transferred to another school	75
Are now home schooled	14
Left program without completing it	10
Were expelled from program	10
Dropped out of school	8
Are incarcerated	6
Are receiving day treatment	4
9. How many of the total number of students you have served this school year:	
Reduced at least one failing grade	624
Improved their attendance	658
Reduced their discipline referrals	483

**2009-2010 Year End Report
State Tobacco Tax Competitive Funding Opportunity for
Suspended and Expelled Students – continued**

American Falls

The School Resource Officer has been able to provide assistance to the probation officers in maintaining contact with and Supervision of students on probation. This has been greatly appreciated by the probation office. The SRO's relationship With these students has also helped in solving several community crimes.

Basin

Number of at-risk students using the state rubric (29 of 35), Number attending by quarter (23,25,25,21). Number of credits Earned each quarter (10,7,7,18) number of students from each living community our district serves Robbie Creek -8, Clear Creek – 5, Mores Rim -3, Idaho City -16, Centerville/Placerville -3.

Boise

No response

Cassia County

Part of our program is a Best Practice class, Strengthening Families, offered to our teen parents. The course has been So successful that over the past year Health & Welfare has used our program to refer teen parents involved with H&W concerns. The outcome we look at is the effectiveness of our teen parents. We partner with Mini-Cassia Juvenile Probation to offer the Cognitive Behavior Change and Leadership and Character classes. Judge Larry Duff has been very supportive to partner with us in ordering students in need into the programs. Homework Club was a big success with outcomes that we watch closely. Juvenile Probation ordered students with failing grades to attend and participate. Student grades, attendance and behavior are tracked as outcomes to success of our programs.

Jefferson County

No response

Madison

Many of our students were referred to our program because of truancy and unexcused absences. Our district adopted a new attendance policy this year restricting the number of absences per trimester. Some students seemed to have difficulty adjusting to this new policy, but as the year continued the transition seemed smoother. There were fewer infractions as the year progressed. Each student writes a "Thinking Report," also noted as Reflective Journal-survey, reflecting on what they learned from the experience in the program. 117 students, wrote about the positive things they gained and the life changing lessons learned through Community Service, Franklin Reality Model(FRM), Character education and discussion with the program assistants and director. If students had repeat offenses, we would track and record the reasons for the infractions and collect data as to why the students were repeating the behavior. We would then continue with the FRM, behavior modification strategies, coping skills, then take it a step further and refer them to drug and alcohol counselors or district resources to assist in the specific area of concern.

Orofino

About half a dozen students from the high school attended the intervention room to redirect attitudes. They gained knowledge About careers and college choices after finishing their work. All student also checked grades and learned how to figure out their current average. They learned how to look at trends in academic progress and how behavior could change grades.

Post Falls

No response

Salmon

SAP programs are up and running and having success. Suspension rates at the high school remain basically the same. The alternative school was able to help decrease the number of out-of-school suspensions by 100%. There was an outbreak Of fighting at the Middle school. The county's annual Juvenile Justice report indicates the number of youth on probation remain almost the same. Every 15 minutes program was used on a patent evening and well supported by the community. Community activities also included a radio show to bridge the gap between youth and adults and cards encouraging secret acts of kindness.

Twin Falls

We collect the total number of service hours the students provide, as well as the agencies that received service. During the 2009-10 school year, the students in the WISE program provided 4,770 hours of service to 31 community organizations.

**2009-2010 Year End Report
State Tobacco Tax Competitive Funding Opportunity for
Suspended and Expelled Students – continued**

13. Program barriers to success:

American Falls

This year our SRO was required to help the city cover regular patrol duties at times as budget cuts required the loss of two open police patrolmen positions. He did an excellent job of maintaining a presence at the schools in spite of the fact, checking in at each school at least once a week and being on call for specific situations that arose.

Basin

The greatest barrier is always transportation. Our school district encompasses nearly 200 sq. miles. Some of our students had to travel home more than 30 miles after night school. Researching and upgrading materials. Student accountability for taking care of books/materials. Improving attendance (we had more at-risk students which would account for why they are in night school).

Boise

Continuing program growth. Constant evolution of student population-continuous influx or new students and cultures. Languages and communication problems. Mental health issues. The number of youth mentors hours. Confounding problems for students outside of school due to the economy, including lack of job availability, inability to pay rent, etc.

Cassia County

As in years past, our greatest barriers to success are the unstableness of some of our student's families and lives. They will be doing great and then disappear in the night. More than once a student who was enrolled and doing well had to move unexpectedly and couldn't complete our programs. This isn't something that the school can control but it is definitely a barrier to success. All of the programs and classes ran well. Staff was pleased with the participation and success.

Jefferson County

It seems that though the students continue to benefit from the program that the schools have chosen not to use it as it was designed to be used.

Madison

At time some parents were not supportive. A lack of funding also hurts our program. We don't have all the resources we need to meet the needs of the high risk students with deep, emotional problems. Money to keep technology updated. Lack of time also keeps our program from being as successful as possible. Students are in the program for minimal amounts of time and that makes it hard to make serious interventions.

Orofino

During the first quarter of the school year, referrals were lower than the previous year. After collaborating with our new principal, students were sent more often for redirection in order to try and divert detentions. Unfortunately, some students became repeat offenders and spent considerable time in the intervention room.

Post Falls

ATS has been the longstanding program of choice, providing an option for administrators needing as alternative placement for those students with suspension requiring a 3 to 5 pay period. Seemingly this has been the heard of the program, addressing the need for those students in the short term circumstance. A barrier for the program is being the placement choice for longer placements, when those circumstances arise, acting as a potential choice for administrators and parents to readily turn to in advent that circumstance was to arise. Although there have been many instances in the past, including 3 this year, in which a student was place in ATS for a longer duration, having this option available would be beneficial. In doing so, it would require changing some of the methodology, and scheduling of the current program, but the potential outcome may prevent 2nd and 3rd time offense, drip out rates, school "switching" or home school alternative for student and parents to make.

**2009-2010 Year End Report
State Tobacco Tax Competitive Funding Opportunity for
Suspended and Expelled Students – continued**

Salmon

Communication between the legal system and our schools programs has been a consistent issue. We have tried several measures of contacting the probation office and prosecuting attorney to ensure that we are starting groups with all potential diversion or not participants. Yet continually we have late additions to the groups that could have started with the beginning of the groups. These late additions drastically affect the group dynamics and prevent a smooth progression of trust and learning in the setting. It is difficult to surmount this obstacle because we have no control over the individuals' court dates and case reviews. However, in some of these situations students who have been cited several months prior are not being placed in Insight until 2 or 3 sessions have passed since they have gotten ticketed. The further away the incident is from the time they are taking these groups the more distance there is in the connection between choices, events and consequences. Students tend to minimize the effects of their behaviors that led to them becoming involved with Diversion if they are not put into the group shortly after being ticketed. One of the other major barriers to Success is the perception of the community and parents. There is a long tradition of "kids will be kids" in our community. Alcohol, marijuana, tobacco and even other substances are considered rites of passage for teens. While we fully recognize that a no tolerance system is completely inept, it is difficult to find harmony between education and enabling of this behavior. Parents, police officers, merchants and other community members need to unite to recognize how the community turns a blind eye to very dangerous behaviors that can lead to very negative consequences. The consistency with which the community sets firm and fair boundaries needs to greatly improve.

Twin Falls

The barrier we experienced this year was with our staff. The individual who functioned as the "WISE Monitor" was released from her position in March, due to problems with her attendance, paperwork and behavior. The program continued to function for the remainder of the school year, but with a decreased number of students served.

SECTION III

2009-2010 Training Workshops



SDFS 2009-2010 Calendar of Events

State Tobacco Tax Discretionary Grants Awards

Regional Training Schedule and Participation

IDAHO DEPARTMENT OF EDUCATION
2009 - 2010 Safe and Drug-Free Schools Calendar

Month	Day(s)	Location/Time	Event
2009			Check bottom of calendar for contact information.
Sept			
	17	Boise, Best Western Airport	SDFS New Coordinators Meeting
	18	Boise, Best Western Airport	SDFS Coordinators Kickoff
	25-26	Idaho Falls	Adolescent Drug Addiction Trends & the Language of the Drug Culture (ABC)
	27-28	Jerome	IHC Parent School Partnership (ICHA)
	28-29	CDA, AmeriTel Inn	Adolescent Drug Addiction Trends & the Language of the Drug Culture (ABC)
Oct			
	1-2	Pocatello, Holiday Inn	Rachel's Challenge
	1-2	Meridian, Courtyard Marriott	Rachel's Challenge
	15	Boise, Best Western Airport	21 st CCLC New Director 8:30 am -12:30pm, Directors meeting 1pm – 5 pm
	16	Boise, Best Western Airport	21 st CCLC Directors meeting 8:30am – 4 pm
	16	Idaho Falls	Assembly about Gangs and Drugs (2 nd)
	22-26	Red Ribbon Week	Red Ribbon Week
	22	Lights on After School	Lights on After School
	20-21	Best Western Caldwell Inn & Suite	Emerging Hispanic Students & Parents in Education (ICHA)
	22-23	Meridian, ISU	Adolescent Drug Addiction Trends & the Language of the Drug Culture (ABC)
	27-28	Jerome	Parent School Partnership (ICHA)
	29	Post Falls, Red Lion Templin's	Best Friends, Worst Enemies (INTA)
	30	Nampa	Latino Youth Summit (ICHA)
	20-21	Best Western Caldwell Inn & Suite	Emerging Hispanic Students & Parents in Education (ICHA)
Nov			
	4	Parma	Positive Choices(2 nd)
	9	Orofino	Assembly about Gangs and Drugs (2 nd)
	10	Boise, Oxford Suite	Managing the Angry & Aggressive Students (INTA)
	10	Twin Falls, Red Lion	Bullying & Cyberbullying Prevention & Intervention (INTA)
	11	Idaho Falls, AmeriTel Inn	Managing the Angry & Aggressive Students (INTA)
	11	Lewiston, LCSC Williams Conf Center	How to Implement a Successful Kindness Campaign (INTA)
	12	Lewiston, LCSC Williams Conf Center	Best Friends, Worst Enemies (INTA)
	13	Lewiston	Assembly about Gangs and Drugs (2 nd)
	15-21	Bullying Awareness Week	Bullying Awareness Week
	16	Payette High School	Online Bullying & Harassment (CS)
	17	Vallivue High School	Online Bullying & Harassment/ Social (CS)
	17	Post Falls, Red Lion Templin's	The Bridge: Conflict-Resolution & Anti-Bullying – Pre K – 3 (INTA)
	18	Post Falls, Cabela's	Impact Coaching: The Life of an Athlete (1 st)
	19	Coeur d'Alene, LSCS	Impact Coaching: The Life of an Athlete (1 st)
Dec			
	2	Boise, Oxford Suite	The Bridge: Conflict-Resolution & Anti-Bullying – Pre K – 3 (INTA)
	4	McCall , Fire Station	Parties! An approach to alcohol & drug use trends & practices (JG)
	3	Twin Falls, CSI	Emergency Operations / Crisis Team(CS)
	4	Twin Falls, CSI	Online Bullying & Harassment(CS)
	14	Plummer, Benewah Medical & Wellness Center	Emergency Operations / Crisis Team(CS)
	17-18	Meridian	Adolescent Drug Addiction Trends & the Language of the Drug Culture (ABC)
2010			
Jan			
	20	Weiser, Weiser Dome	Impact Coaching: The Life of an Athlete (1 st)

2009-2010 Safe and Drug-Free Schools Discretionary Grant Trainings, Workshops and Conferences

Over 37,800 students, teachers, counselors, administrators, parents, school resource officers and law enforcement personnel participated in presentations, trainings, workshops and leadership camps focused on substance abuse and violence prevention throughout the year.

The following grantees were funded through the State Tobacco-Safe and Drug-Free Schools Discretionary fund totaling \$390,132 for 2009-2010

Grantee Vendors	Amount Awarded	Training/Workshops/Leadership Camps
Idaho Hispanic Commission	\$70,000	Conducted two trainings-Increasing Protective Factors and Academic Achievement for Latino Students: Training provided for educators in Idaho presenting techniques and ideas on how to best work with Hispanic students and parents, with the objectives of increasing students' success in school. Provided technical assistance throughout Idaho in working with Hispanic students and families.
Idaho Drug-Free Youth Summit	\$55,000	Two Youth Leadership Summits in June, 2010 Camp LutherHaven – Coeur d'Alene, June 12-16
Second Chance Grace	\$10,000	Gang related training for teachers and workshops with students related to gang activities and how to get out of a gang
Peter Wollheim, PhD	\$17,000	Provides students, teachers, administrator, staff and parents with the basic information, knowledge, skills and attitudes necessary to recognize the warning signs of adolescent suicide and engage in first-line interventions.
CS Consulting	\$36,000	Emergency Plan of Operations follow up, cyber bullying
Leadership First	\$13,125	
International Training Associates	\$87,000	The Kindness Campaign: It's Cool to be Kind. Seven school districts will be participating in the pilot program during the 2007-08 school year. Working with the entire staff and student body at each site, the program will focus on changing and/or enhancing the learning and social climate school-wide. Program success will be measured by decreasing incidents of teasing, bullying and harassment. A natural side-effect of creating positive change is the enhancement in social and emotional intelligence.
Jermaine Galloway	\$3,200	
SPAN Idaho	\$11,000	Suicide Prevention Roundtable and guidelines for response to sudden death or suicide
Addictive Behavior Counseling	\$8,700	Methamphetamines: the epidemic and other drugs including prescription and over the counter drugs.
Total	\$310,025,	

2009-2010 SDFS Trainings/Workshops/Conferences

Reg.	Provided By	Date	Program Title	Place	Grades	Students	Admin/ Other	Counselors	Coord.	Judicial-Law	Educators	Parents & Others	Total Participa tion
3	Wollheim	9/18/09	Suicide Prevention	Boise - Timberline HS	11-12	74							74
6	ABC	9/25-9/26/09	ABC's of 21st Century	Idaho Falls			3	6		3	3	2	17
1	ABC	9/28-9/29/09	ABC's of 21st Century	Coeur d'Alene			1	3		8	6	2	20
2	Second Grace	9/29/09	Drugs and Gangs	Moscow Paradise Creek HS		8		1			2		11
3	Wollheim	10/13/09	Suicide Prevention	Boise - Boise HS	11-12	85							85
2	Wollheim	10/16/09	Suicide Prevention	Lewiston HS	10-12	424		4			6	6	440
6	Second Grace	10/16/09	Drugs and Gangs	Idaho Falls - Emerson		25					2		27
3	Wollheim	10/17/09	Suicide Prevention	Caldwell- Sacajawea	8	43		3			3		27
3	ABC	10/23-10/24/09	ABC's of 21st Century	Meridian			8	18	7	15	11	2	61
6	Wollheim	10/23/09	Suicide Prevention	Idaho Falls - IF HS	11-12	109							109
1	INTA	10/29/09	Best Friends Worst Enemies	Post Falls			1	5	4		7	1	18
4	Wollheim	10/29/09	Suicide Prevention	Twin Falls - Robert Stuart JHS	8	69					1		70
3	Wollheim	10/30/09	Suicide Prevention	Boise - Riverglen JHS	8	100							100
3	Second Grace	11/4/09	Positive Choices	Parma	5-8	490	2	3		2	70	12	579
2	Second Grace	11/09/09	Drugs and Gangs	Orofino		120	1				10	1	132
4	INTA	11/10/09	Bullying / Cyberbullying	Twin Falls			1	7	2	1	10	5	26
3	INTA	11/10/09	Managing the Angry Student How to Implement a Kindness Campaign	Boise			3	22	1	1	21	21	69
2	INTA	11/11/09	Managing the Angry Student	Lewiston			2	1	1		4	3	11
6	INTA	11/11/09	Managing the Angry Student	Idaho Falls			3	23			12	31	69
2	INTA	11/12/09	Best Friends Worst Enemies	Lewiston				2			7	7	16
1	Second Grace	11/13/09	Drugs and Gangs	Coeur d'Alene		225	1	2			20		248
3	CS Consulting	11/16/09	Emergency Operations Plan / Cyberbullying	Payette			4	4		1	2		11
3	CS Consulting	11/17/09	Emergency Operations Plan / Cyberbullying	Caldwell - Vallivue			4	3			3		10
1	INTA	11/17/09	The Bridge Conflict Resolution for Pre K-3	Post Falls/ CDA			2	4	3		16	8	33
1	1st	11/18/09	Impact Coaching	Post Falls			3	3			12		18
2	1st	11/19/09	Impact Coaching	Lewiston			1				7		8
3	INTA	12/2/09	The Bridge Conflict Resolution for Pre K-3	Boise			2	9			14	1	26
4	CS Consulting	12/3/09	Emergency Operations Plan	Twin Falls			3	2			1	1	7
4	CS Consulting	12/4/09	Cyberbullying	Twin Falls			1	4			4		9
3	J Chad	12/4/09	Alcohol & Drug Trends	McCall			1	3		4	11		19
5	Second Grace	12/9/09	Gangs and Drug Violence Bullying and Aggressive Behavior	North Gem	7-12	105		1			3		109
4	ABC	12/17-18/09		Meridian			8	13		7	23	26	77

2009-2010 Statewide Trainings/Workshops/Conferences continued

Reg.	Provided By	Date	Program Title	Place	Grades	Students	Admin/ Other	Counselors	Coord.	Judicial-Law	Educators	Parents & Others	Total Participa tion
4	J Chad	1/21/10	Alcohol & Drug Trends / Practices	Filer			1	7		23		2	33
5	J Chad	1/27/10	Alcohol & Drug Trends / Practices	Pocatello			31	11		10	23		75
3	Leadership 1st	2/5/10	Impact Coaching - Life of an Athlete	Weiser			4				16	4	24
4	Second Grace	1/28/10	Gangs Choices & Consequences	Shelley	7-12	500	3	1		1	27	3	535
1	J Chad	2/4/10	Alcohol & Drug Trends / Practices	Post Falls			6	2		5	11	3	27
5	Leadership 1st	2/5/10	Impact Coaching - Life of an Athlete	Pocatello				9			11		20
4	Second Grace	2/18/10	Gangs Choices & Consequences	Twin Falls	7-12	10				5	2	1	18
3	Second Grace	2/24/10	Gangs Choices & Consequences	Boise	9-12	499		3			12		514
4	Leadership 1st	2/24/10	Impact Coaching - Life of an Athlete	Twin Falls			2				26		28
6	Leadership 1st	3/9/10	Impact Coaching - Life of an Athlete	Idaho Falls			3				5	45	53
1	Second Grace	3/29/10	Gangs Choices & Consequences	CDA	7-12	37				8			45
Training 09 10 Totals						2923	105	179	18	94	424	187	3930

INTA International Training Associates
 CS CS Consulting
 ABC Additive Behavior Counseling
 Second Grace Second Chance Grace
 J Chad J Chad Professional Training
 Leadership 1st Leadership First
 Wollheim Peter Wollheim

SECTION IV

Annual Student Incident Reports



Year-End Results and 2001-2010 Comparison

Tobacco, Alcohol and Other Drug Distribution, Use and Possession,
Suspension and Expulsions

Student Disciplinary Incidents and Consequences

Harassment	Bullying
Vandalism	Fights
Insubordination	Weapons
In School Suspensions	Out of School Suspensions
Truancies	Student Expulsions

2001-2010 Comparison of Incidents

Incident Report Glossary

Persistently Dangerous (Idaho Unsafe School Choice Option Policy)

Persistently Dangerous Schools Glossary

SAFE AND DRUG-FREE SCHOOLS DISCIPLINE INCIDENT DATA

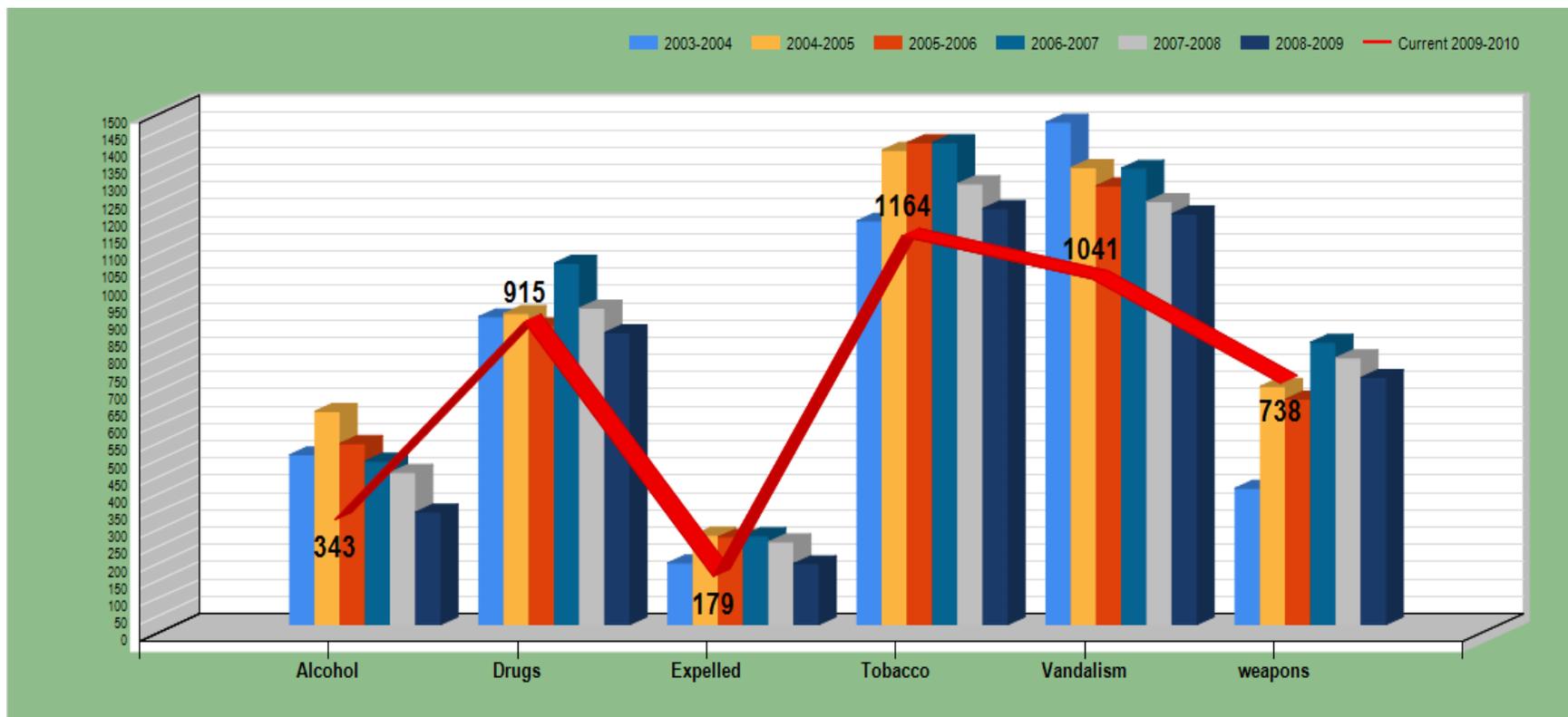
The Annual Incident Report is a web-based report providing a summary of incident data reported by Idaho's school districts. The reports are submitted by Local Educational Agencies (LEAs) and are used to form policies and programs, and to supply data to the United States Department of Education as required by the Federal Gun-Free Schools Act and the Safe and Drug-Free Schools and Communities Act. This report covers reported discipline incidents that occurred in Idaho's public schools between July 1, 2009, and June 30, 2010

As required by Title IX Part E, Subpart 2, Sec. 9532, "Unsafe School Choice Option," each state identifies incidents that meet the criteria of persistently dangerous schools. The 2002-03 school year was the first year for reporting these incidents.

The information contained in this report was provided to the State Department of Education using locally developed collection and reporting procedures. The final submittal of the reports was done on the web-based, on-line reporting system by school building administrators. The responsibility to accurately report incidents rests with school administrators. Each school district determines its own threshold for reporting incidents of violence. This policy is consistent with school policies on discipline, where each school district establishes its own list of infractions and the sanctions imposed for the violation. School district superintendents certify, by signature, that the information provided is true and correct. Questions about the information should be directed to local school officials.

* Incident Report Glossary / Definitions are included at the end of this Section.

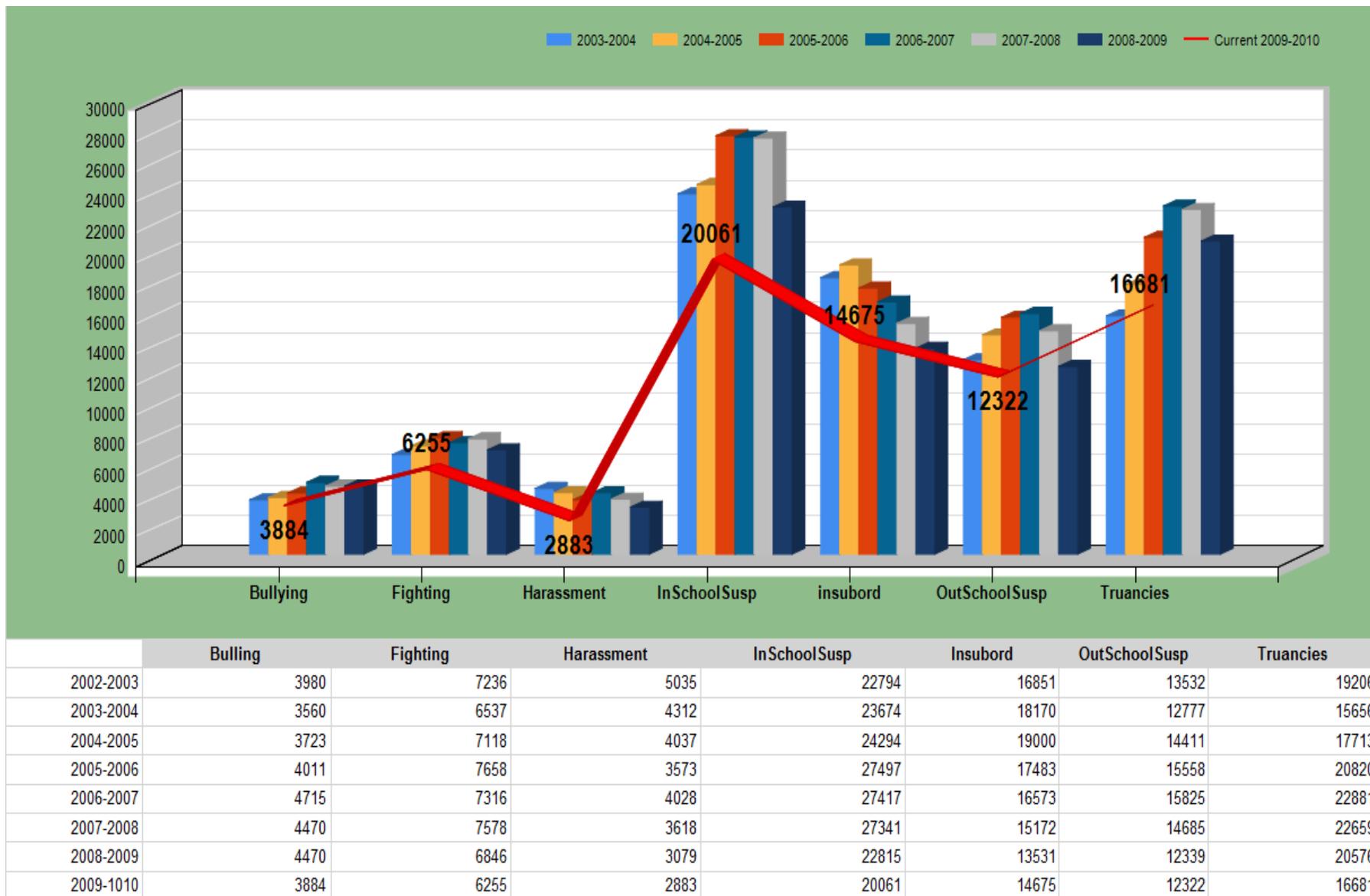
School Campus and School Activities Incident Report Comparison 2002-03 through 2009-10



	Alcohol	Drugs	Expelled	Tobacco	Vandalism	Weapons
2002-2003	469	795	232	1196	1430	511
2003-2004	491	891	178	1168	1454	394
2004-2005	617	900	258	1373	1323	689
2005-2006	524	865	253	1395	1270	652
2006-2007	473	1046	257	1395	1321	817
2007-2008	440	916	239	1276	1224	772
2008-2009	325	845	176	1204	1189	715
2009-2010	343	915	179	1164	1041	738

Enrollment -- 2000-01 - 245,377 2001-02 - 246,405 2002-03 - 248,515 2003-04 - 249,368 2004-05 - 253,421 2005-06 - 259,123 2006-07 - 264,746 2007-08 - 272,058 2008-2009 275,075.2009-2010 278,604

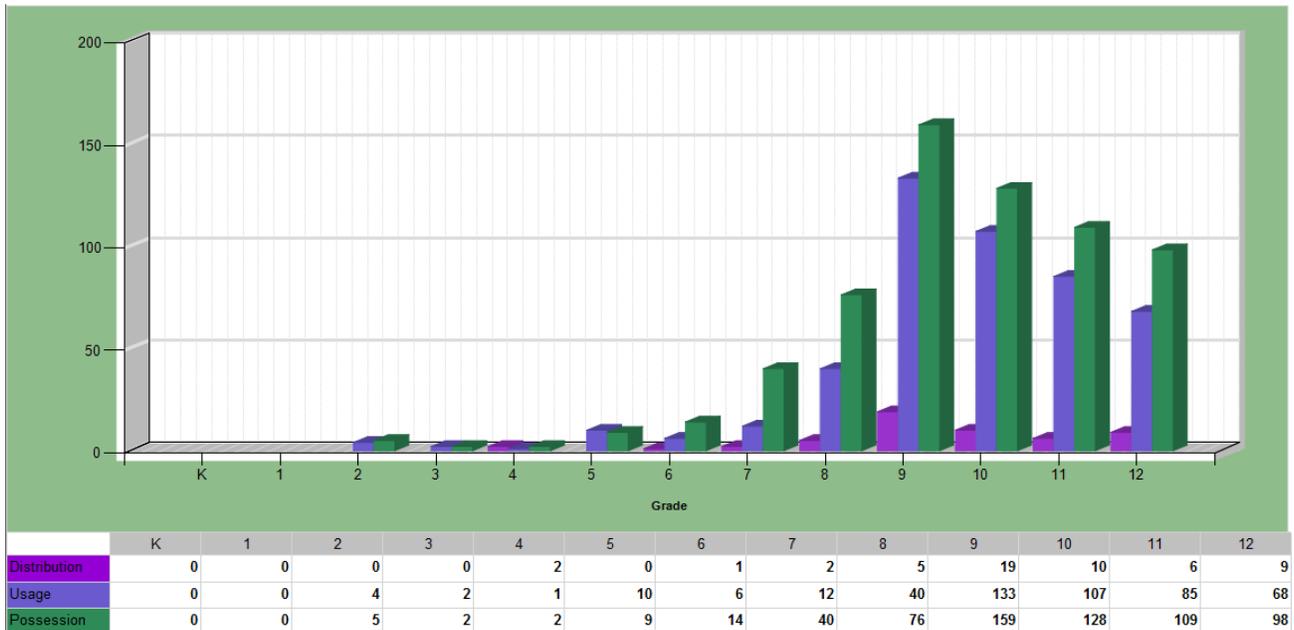
School Campus and School Activities Incident Report Comparison 2002-03 through 2009-10



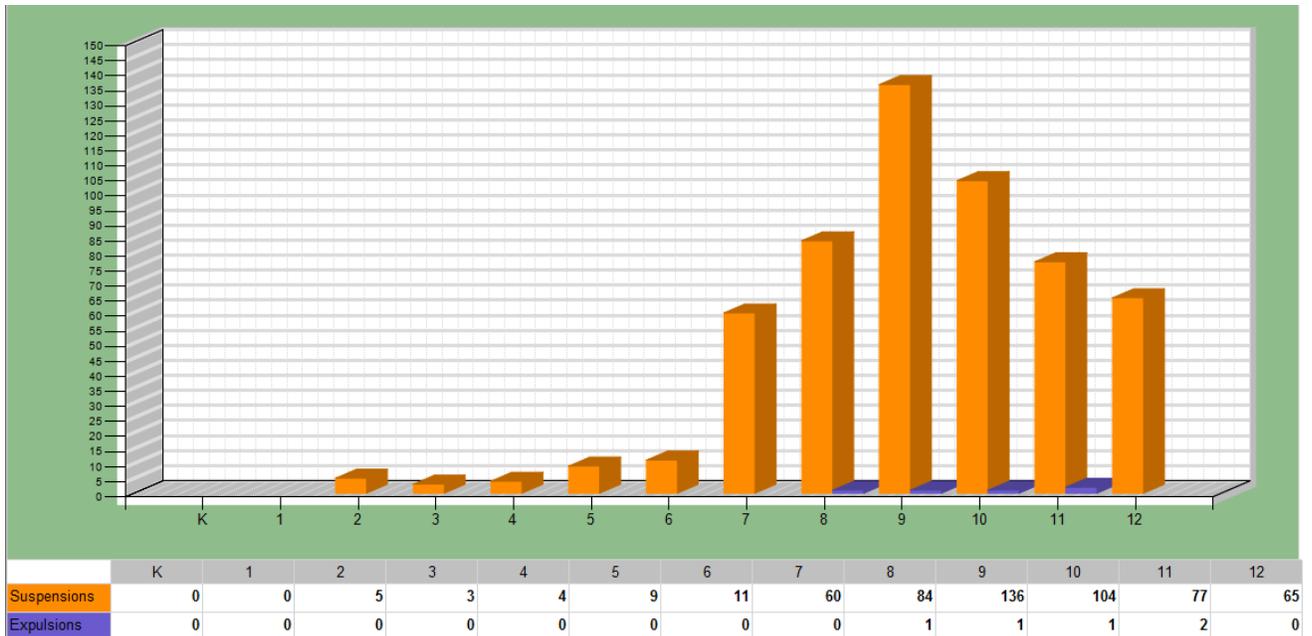
Enrollment -- 2000-01 – 245,031; 2001-02 – 246,405; 2002-03 – 248,515; 2003-04 – 249,368; 2004-05 - 253,421; 2005-06 - 259,123; 2006-07 - 264,746; 2007-08 -272,058 2008-09 – 275,075 2009-10 278,604

School Campus and School Activities Incident Report Tobacco Incidents 2009- 2010 (by Grade)

Distribution, Use and Possession

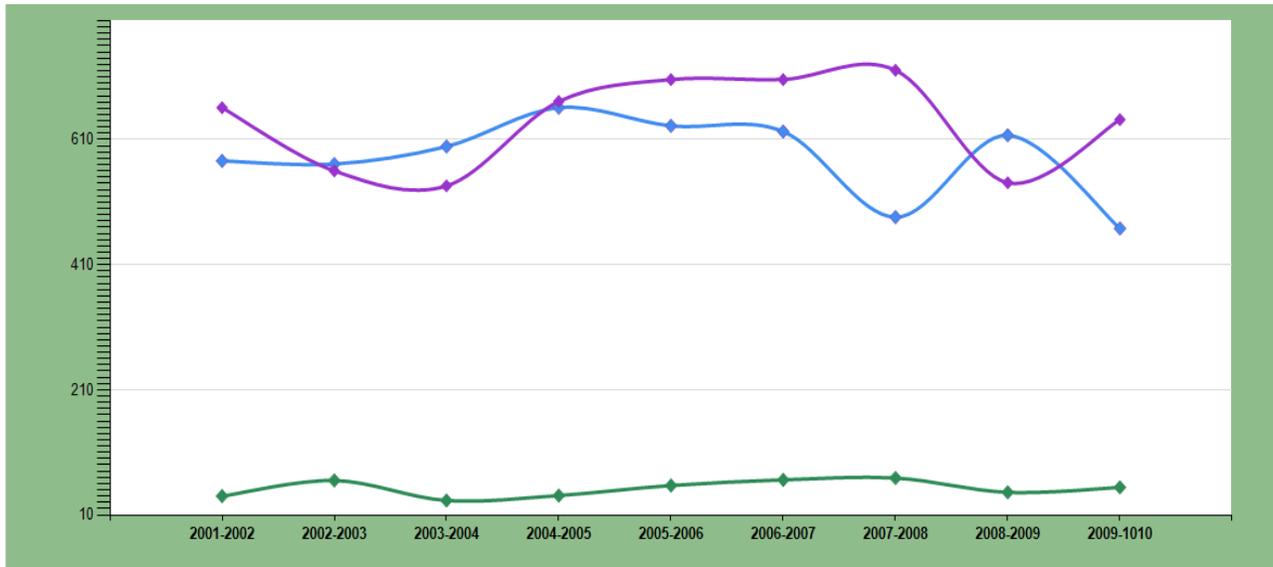


Suspensions and Expulsions

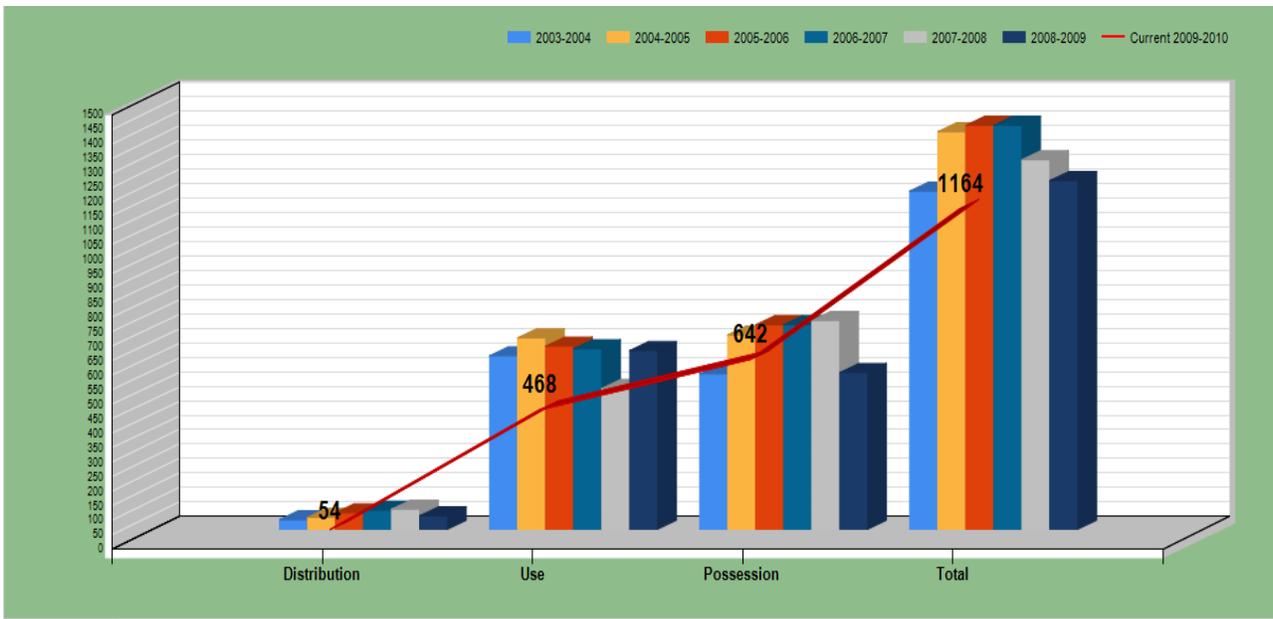


School Campus and School Activities Incident Report Tobacco Incidents 2001-02 through 2009-10

Distribution, Use and Possession



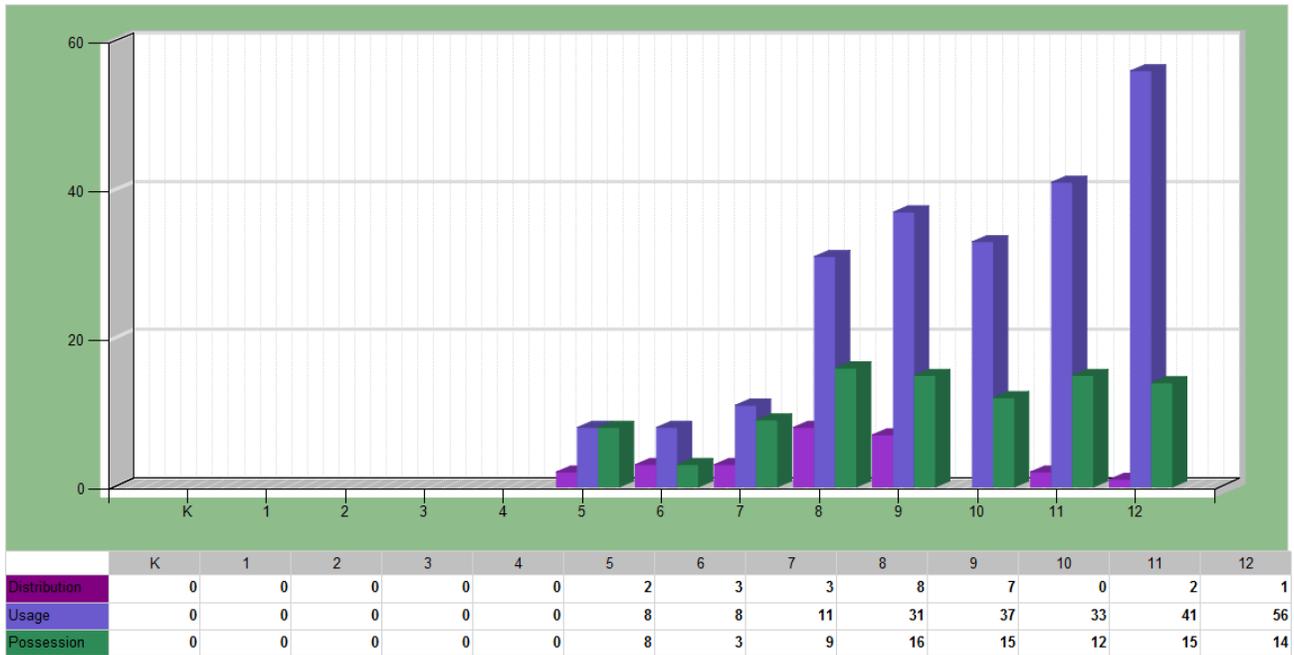
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-10
Distribution	40	65	33	41	57	66	69	46	54
Usage	576	571	599	661	632	623	486	617	468
Possession	661	560	536	671	706	706	721	541	642



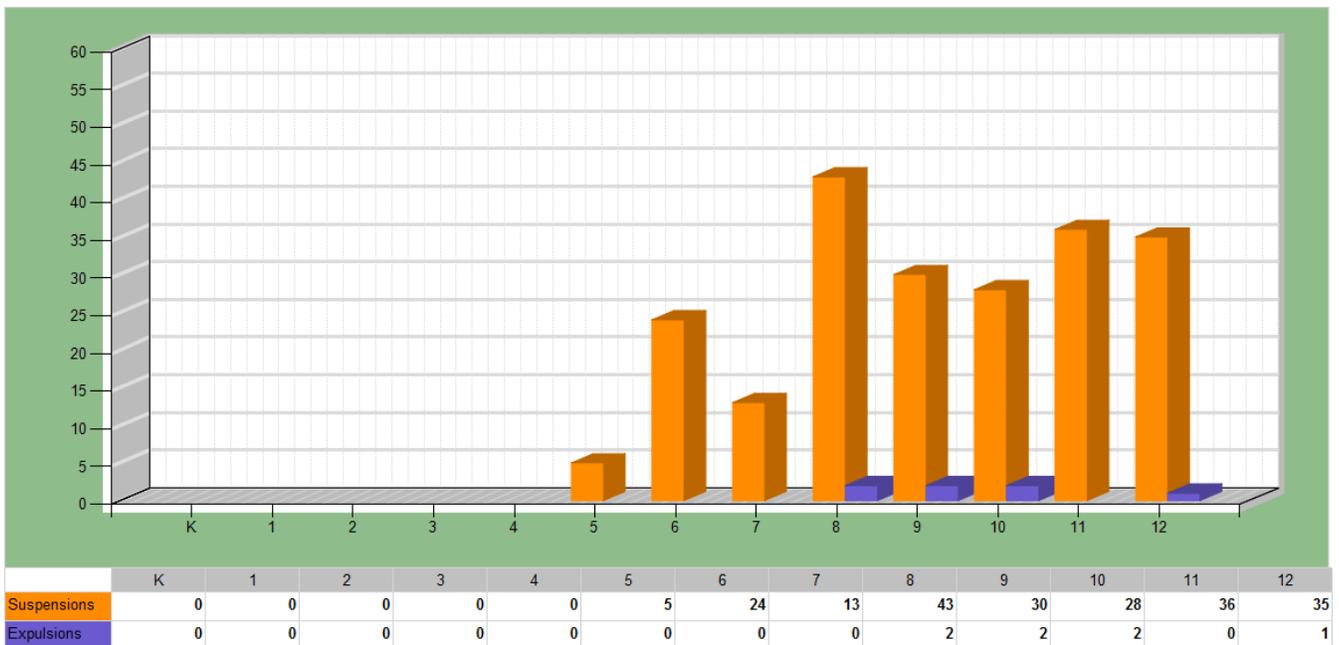
	Distribution	Use	Possession	Total
2002-2003	65	571	560	1196
2003-2004	33	599	536	1168
2004-2005	41	661	671	1373
2005-2006	57	632	706	1395
2006-2007	66	623	706	1395
2007-2008	69	486	721	1276
2008-2009	46	617	541	1204
2009-10	54	468	642	1164

**School Campus and School Activities Incident Report
Alcohol Incidents
2009- 2010 (by Grade)**

Distribution, Use and Possession

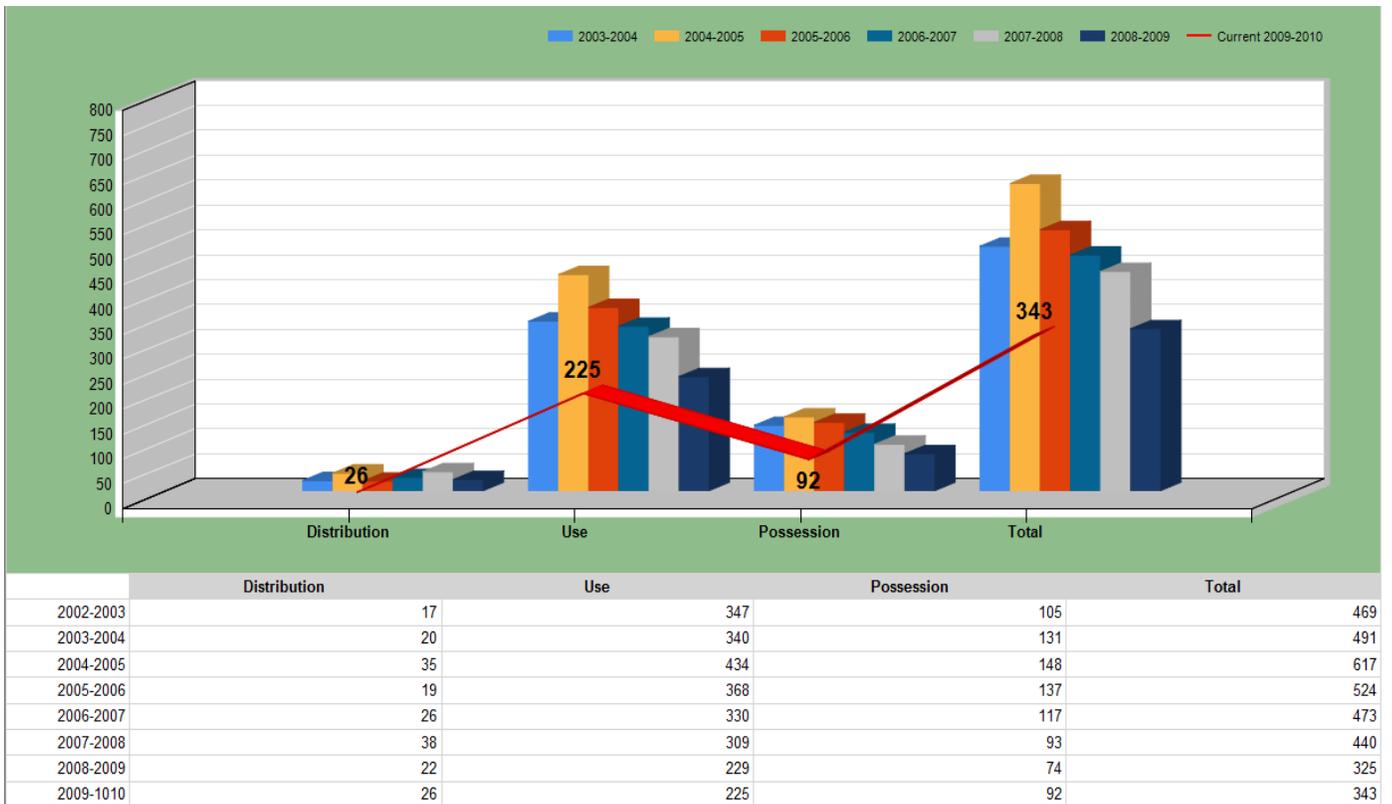


Suspensions and Expulsions



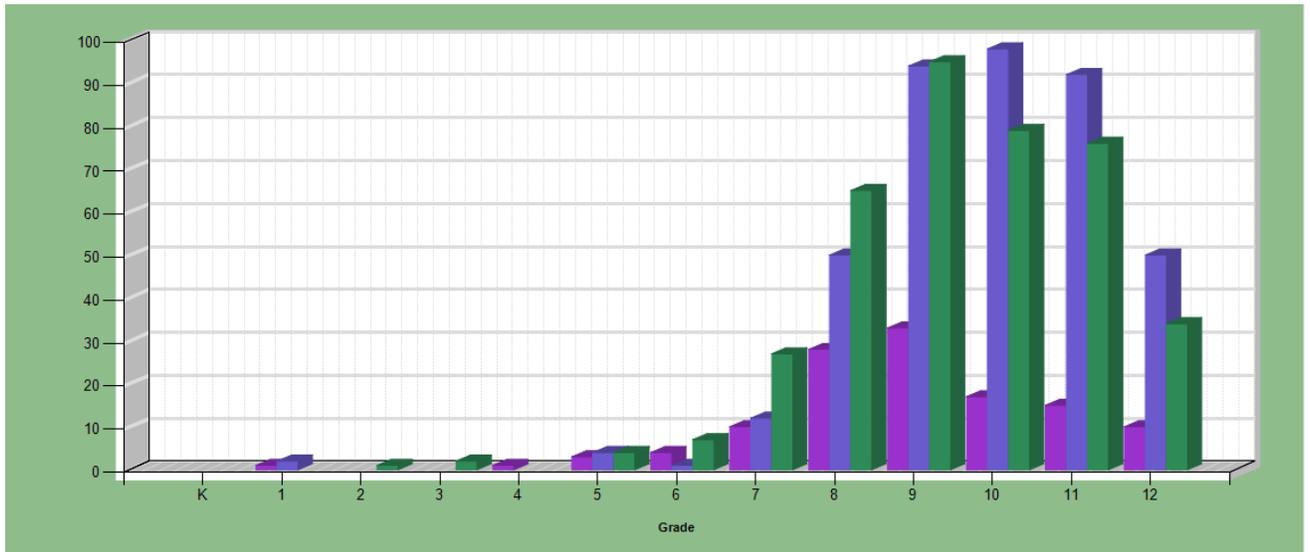
School Campus and School Activities Incident Report Alcohol Incidents 2001-02 through 2009-2010

Distribution, Use and Possession



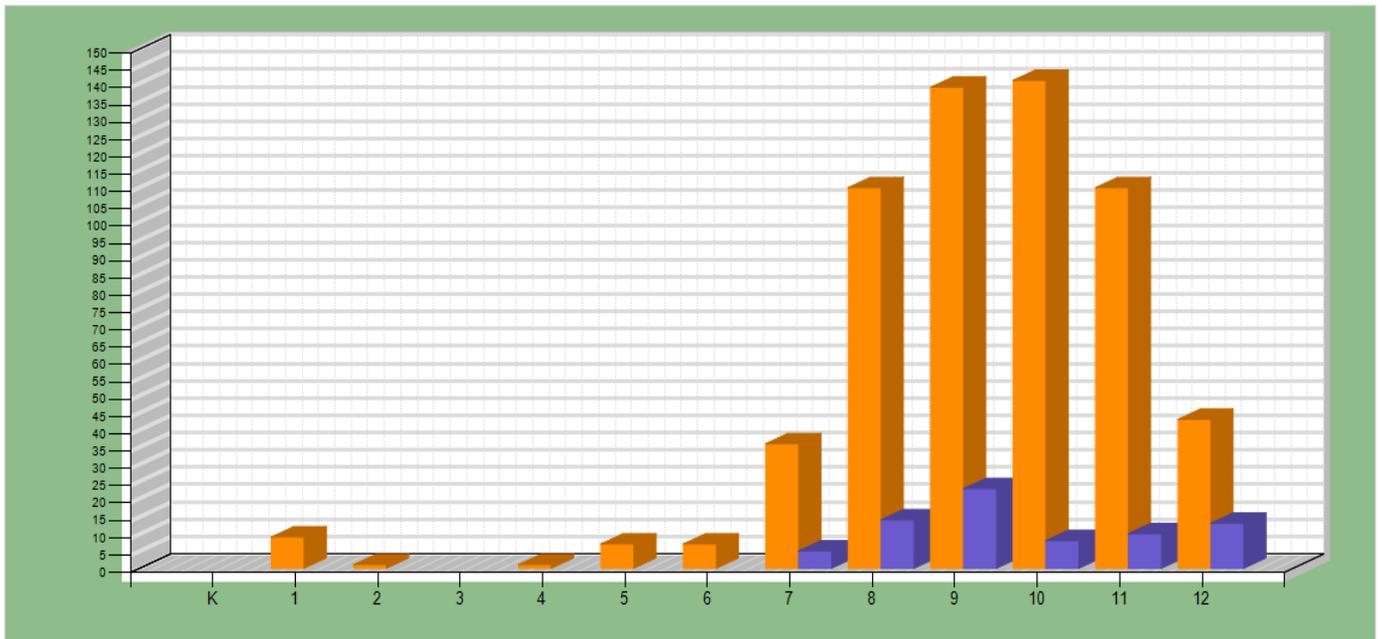
School Campus Drug Incidents 2009- 2010 (by Grade)

Distribution, Use and Possession



	K	1	2	3	4	5	6	7	8	9	10	11	12
Distribution	0	1	0	0	1	3	4	10	28	33	17	15	10
Usage	0	2	0	0	0	4	1	12	50	94	98	92	50
Possession	0	0	1	2	0	4	7	27	65	95	79	76	34

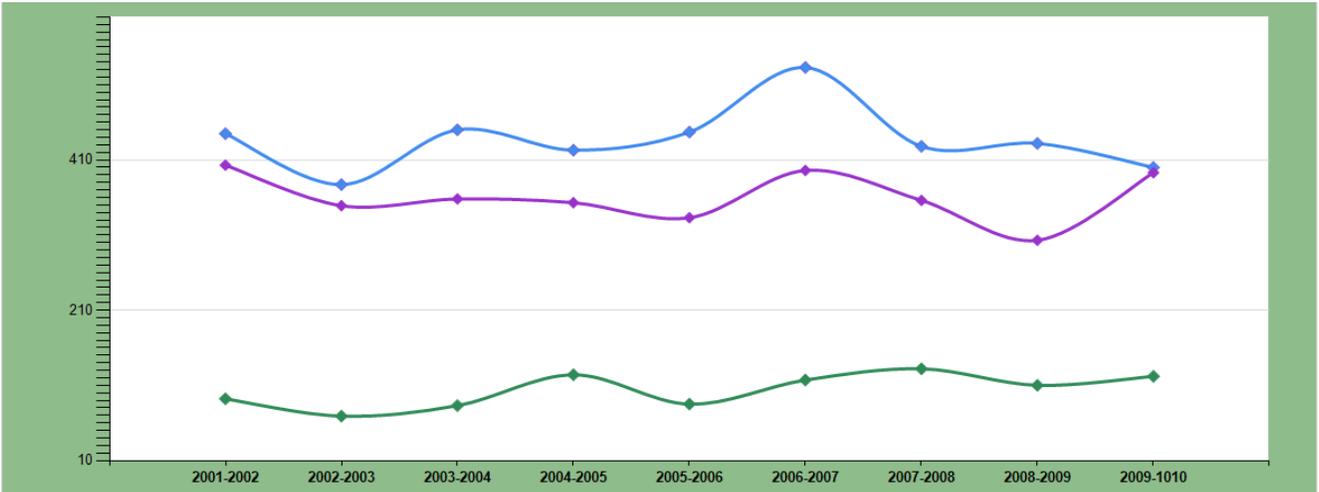
Suspensions and Expulsions



	K	1	2	3	4	5	6	7	8	9	10	11	12
Suspensions	0	9	1	0	1	7	7	36	110	139	141	110	43
Expulsions	0	0	0	0	0	0	0	5	14	23	8	10	13

School Campus Drug Incidents 2001-02 through 2009-10

Distribution, Use and Possession



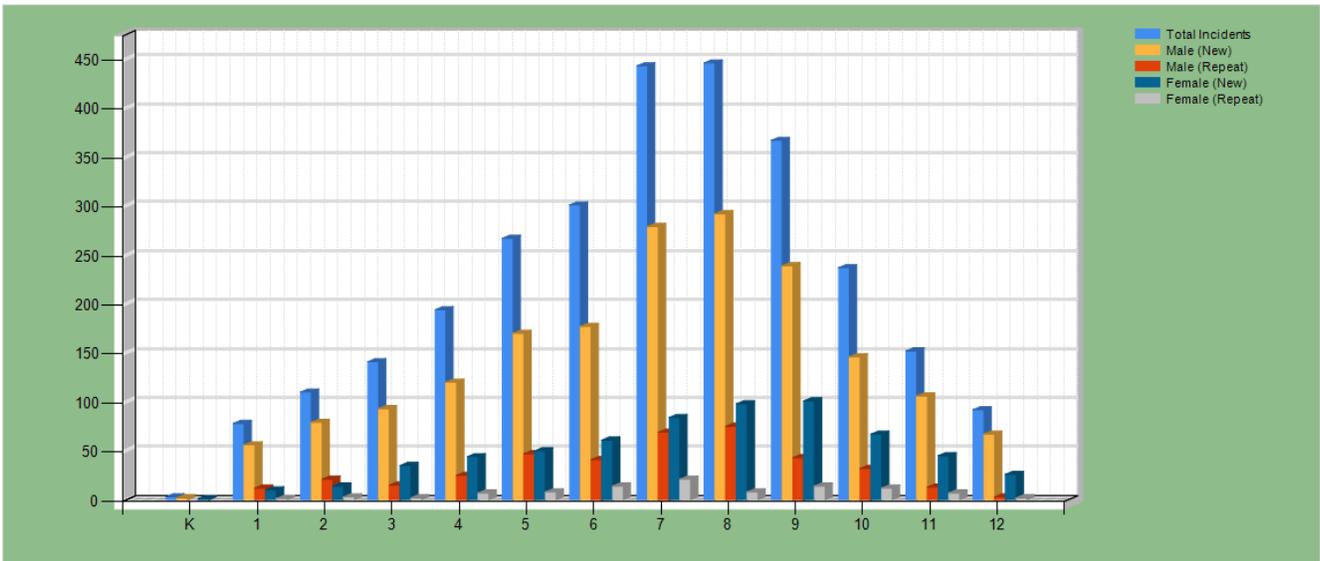
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Distribution	92	69	83	124	85	117	132	110	122
Usage	445	377	450	423	447	533	428	432	400
Possession	403	349	358	353	333	396	356	303	393



	Distribution	Use	Possession	Total
2002-2003	69	377	349	795
2003-2004	83	450	358	891
2004-2005	124	423	353	900
2005-2006	85	447	333	865
2006-2007	117	533	396	1046
2007-2008	132	428	356	916
2008-2009	110	432	303	845
2009-2010	122	400	393	915

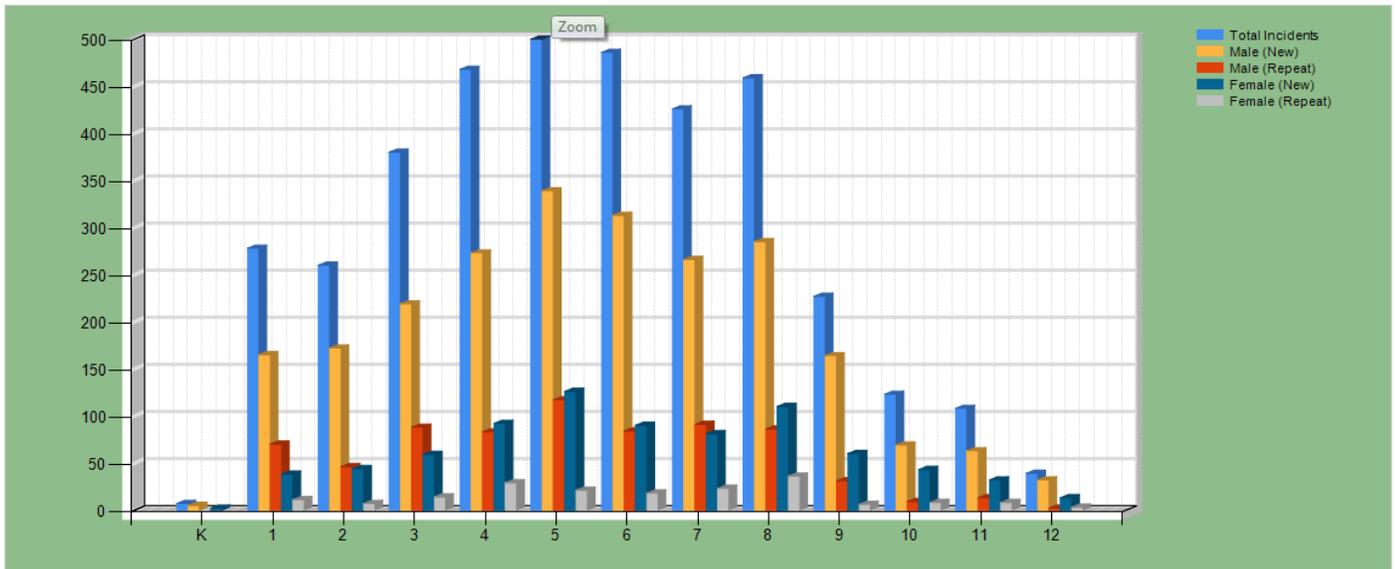
School Campus and School Activities Incident Report Individuals / Incidents 2009- 2010 (by Grade)

Student Harassment



	K	1	2	3	4	5	6	7	8	9	10	11	12
Total Incidents	3	78	110	141	194	267	301	443	446	367	237	152	92
Male (New)	2	56	79	93	120	170	177	279	292	239	146	106	67
Male (Repeat)	0	12	21	15	25	47	41	69	75	43	32	13	3
Female (New)	1	10	14	35	44	50	61	84	98	101	67	45	26
Female (Repeat)	0	1	3	2	7	8	14	21	8	14	12	7	2

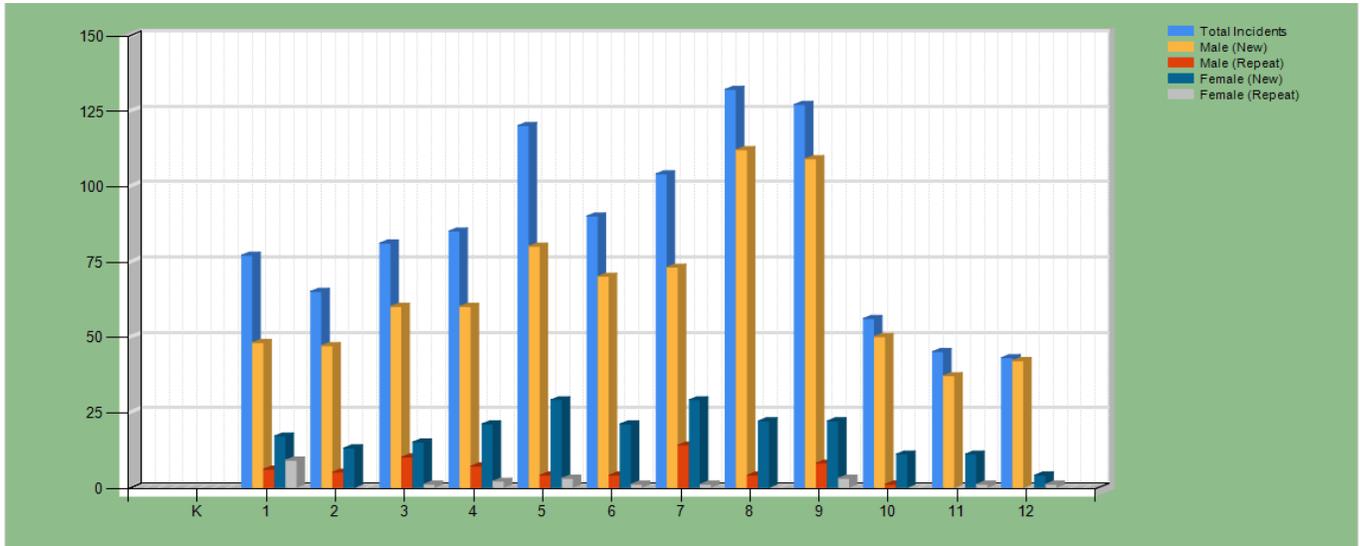
Student Bullying



	K	1	2	3	4	5	6	7	8	9	10	11	12
Total Incidents	7	278	260	380	468	569	486	426	459	227	123	108	39
Male (New)	5	165	172	219	273	339	313	266	285	164	69	63	32
Male (Repeat)	0	70	46	88	83	117	84	91	86	31	9	13	2
Female (New)	2	38	44	59	92	126	90	81	110	60	43	32	13
Female (Repeat)	0	11	7	14	29	21	18	23	36	6	8	8	3

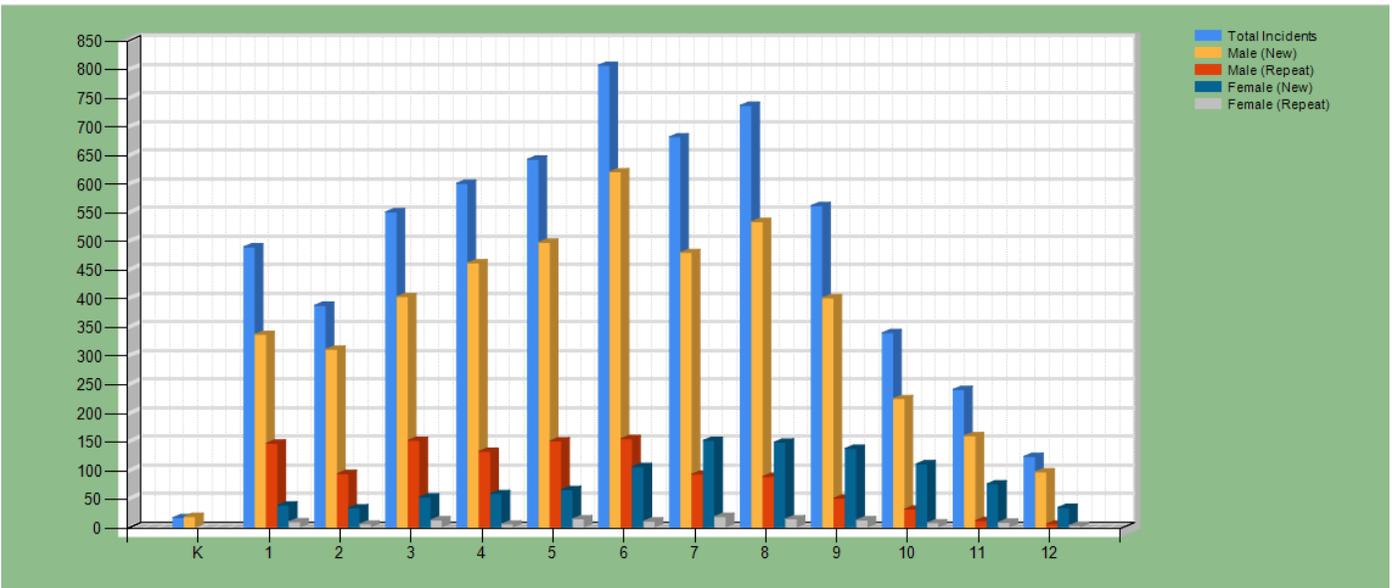
School Campus and School Activities Incident Report Individuals / Incidents 2009- 2010 (by Grade)

Student Vandalism



	K	1	2	3	4	5	6	7	8	9	10	11	12
Total Incidents	0	77	65	81	85	120	90	104	132	127	56	45	43
Male (New)	0	48	47	60	60	80	70	73	112	109	50	37	42
Male (Repeat)	0	6	5	10	7	4	4	14	4	8	1	0	0
Female (New)	0	17	13	15	21	29	21	29	22	22	11	11	4
Female (Repeat)	0	9	0	1	2	3	1	1	0	3	0	1	1

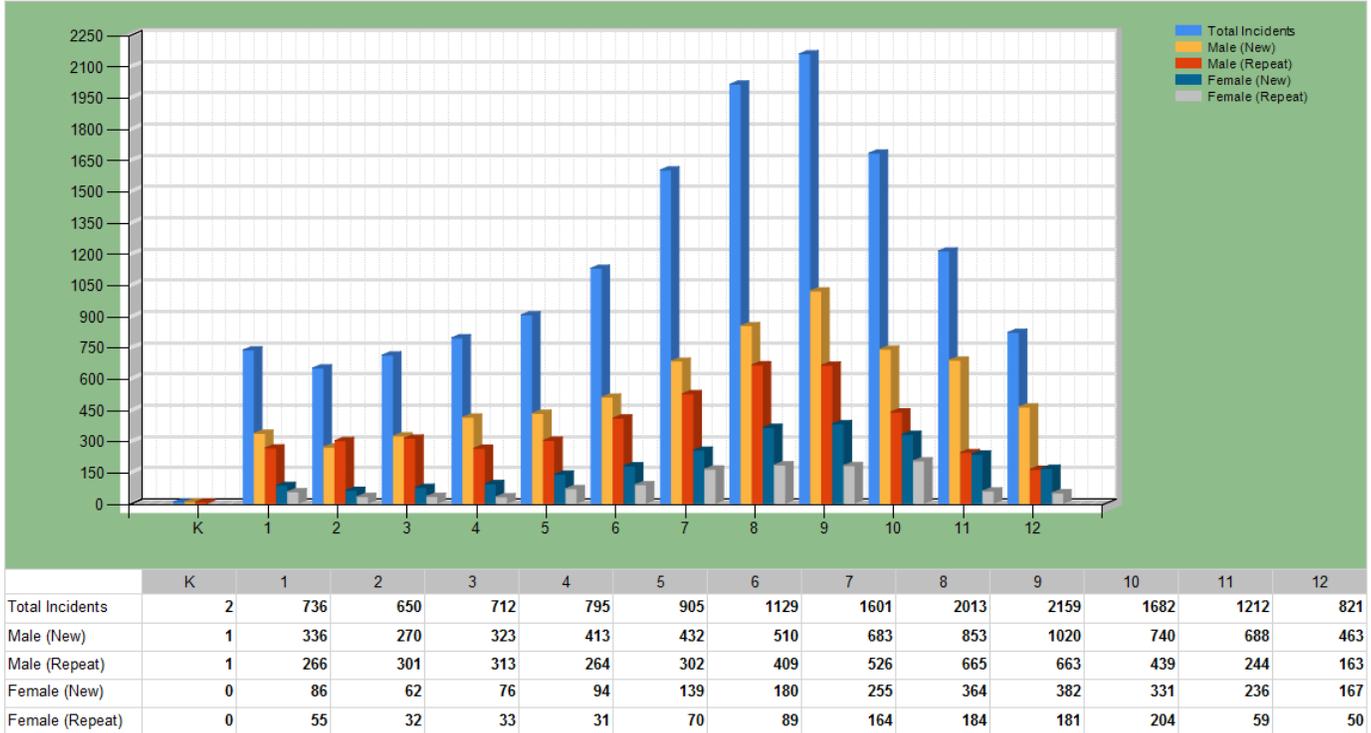
Student Fights



	K	1	2	3	4	5	6	7	8	9	10	11	12
Total Incidents	16	489	387	550	600	642	806	681	736	561	339	240	123
Male (New)	18	336	310	402	461	497	620	479	533	400	224	159	96
Male (Repeat)	0	146	93	151	132	150	154	92	88	50	31	11	5
Female (New)	0	38	33	52	58	65	105	151	148	137	110	75	34
Female (Repeat)	0	9	5	12	5	14	10	18	14	12	7	8	1

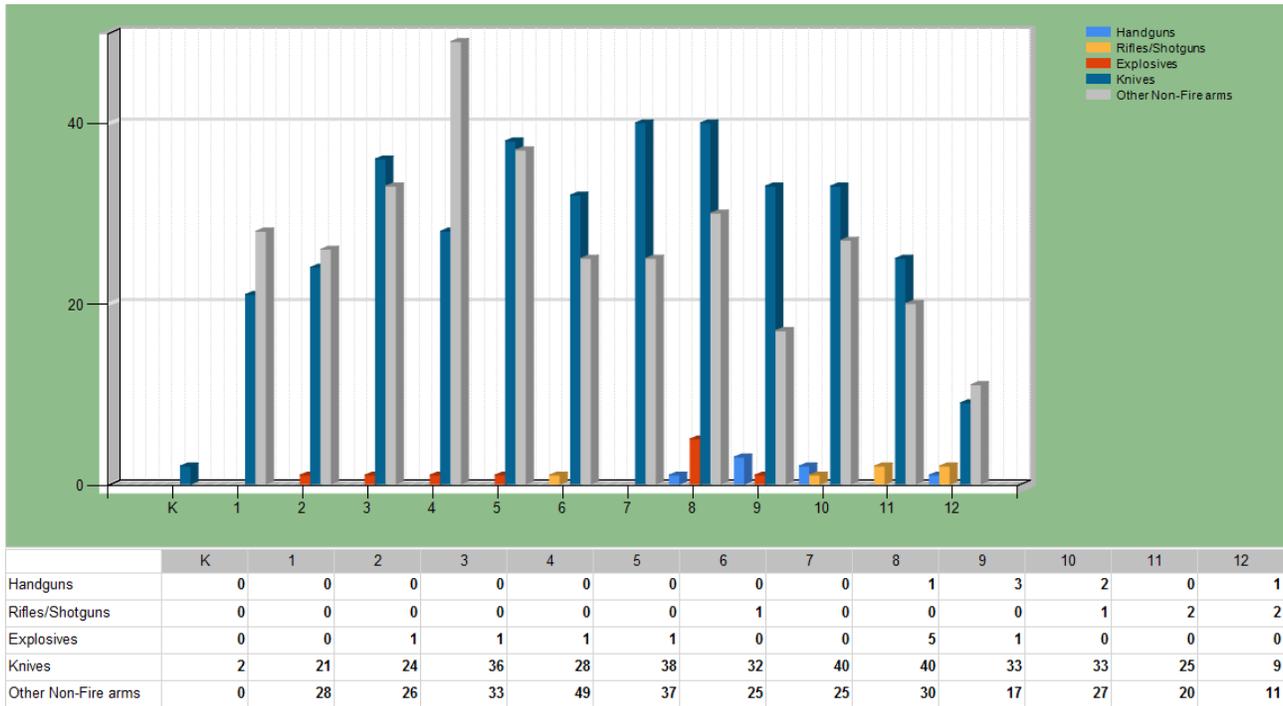
**School Campus and School Activities Incident Report
Individuals / Incidents
2009- 2010 (by Grade)**

Student Insubordination

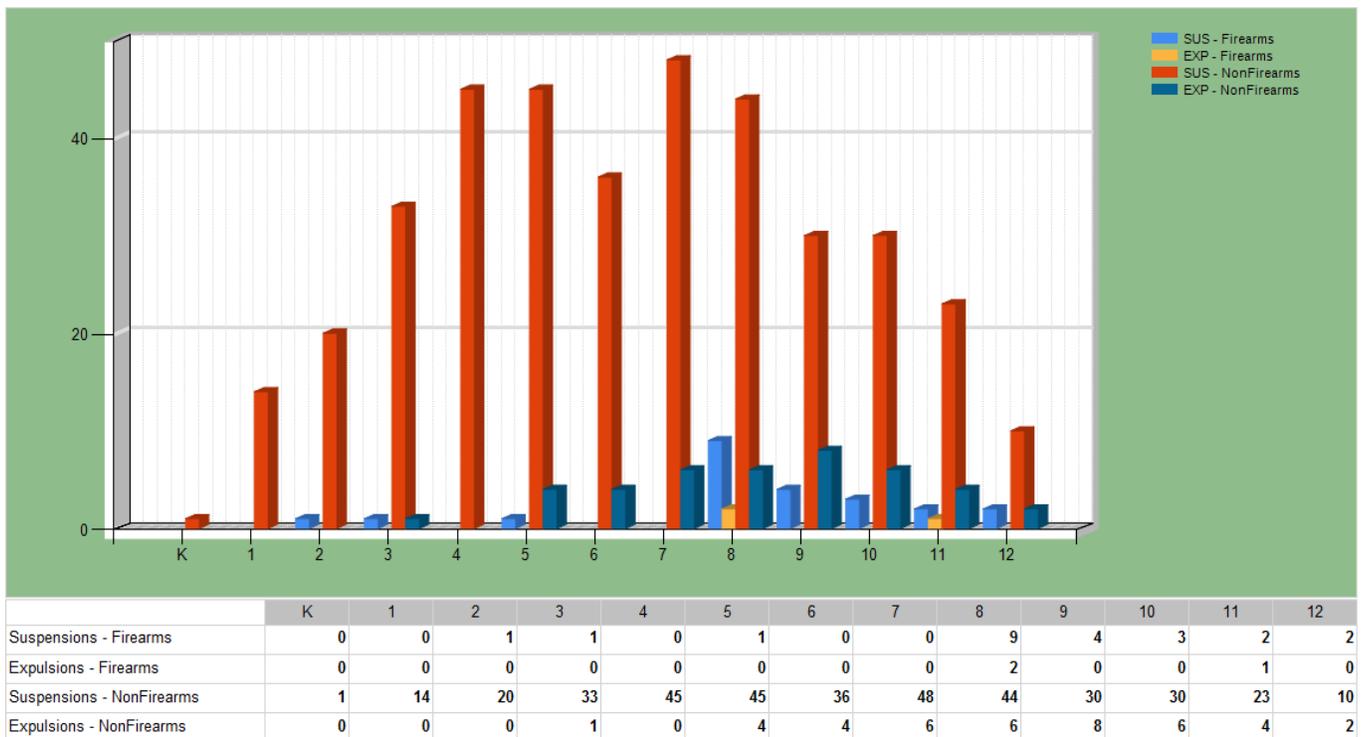


School Campus and School Activities Incident Report 2009- 2010 (by Grade)

Weapons on School Grounds

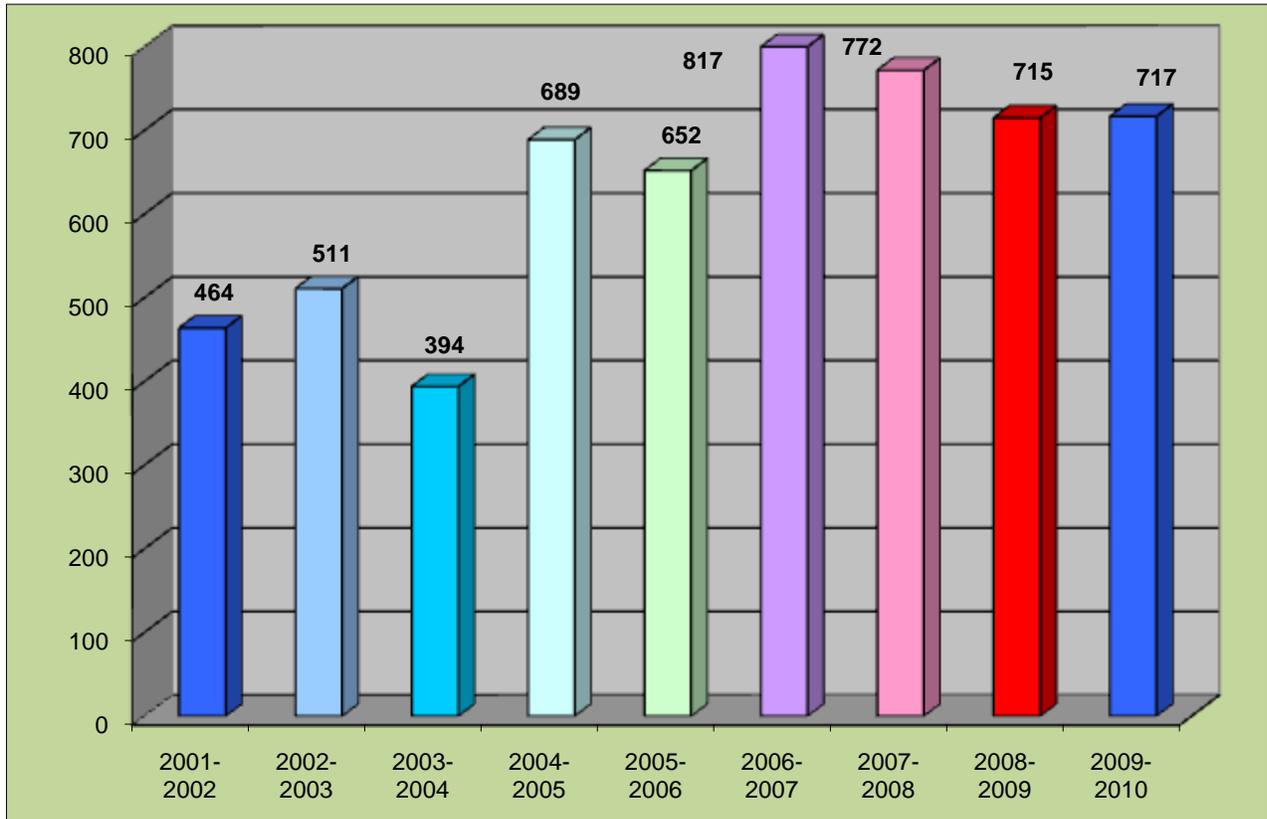


Suspensions and Expulsions



**School Campus and School Activities Incident Report
2001- 2010**

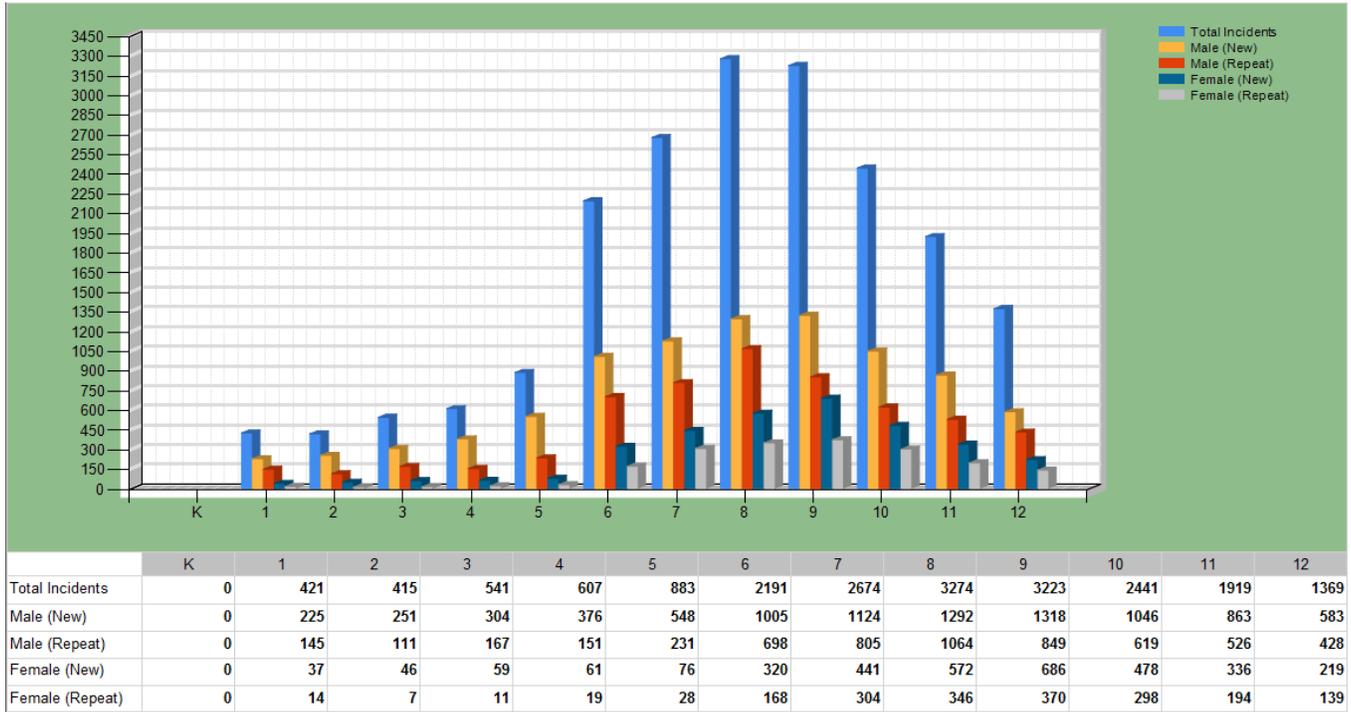
Total Weapons on School Grounds



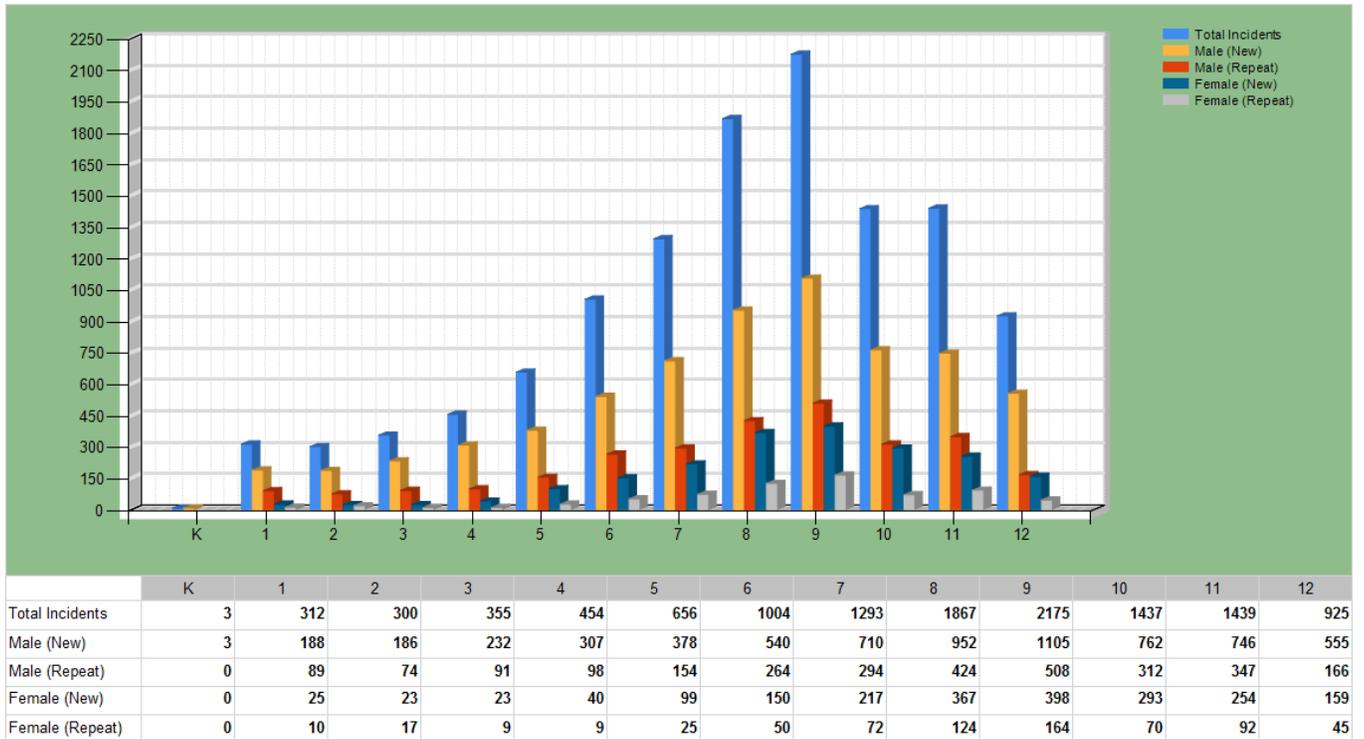
Weapon types reported: toy guns, paintball gun, pellet guns, BB guns, nail files, Mace, brass knuckles, metal mop handle, matches, fire crackers, lighter, smoke and stink bombs, needles/pins, chain, pencils, pens, police baton, screw driver, razor blades, straight paper clip, baseball bat, box cutters, Chinese star, scissors, sling shot, knives, handguns, shotguns, and rifles

School Campus and School Activities Incident Report 2009- 2010 (by Grade)

In School Student Suspensions

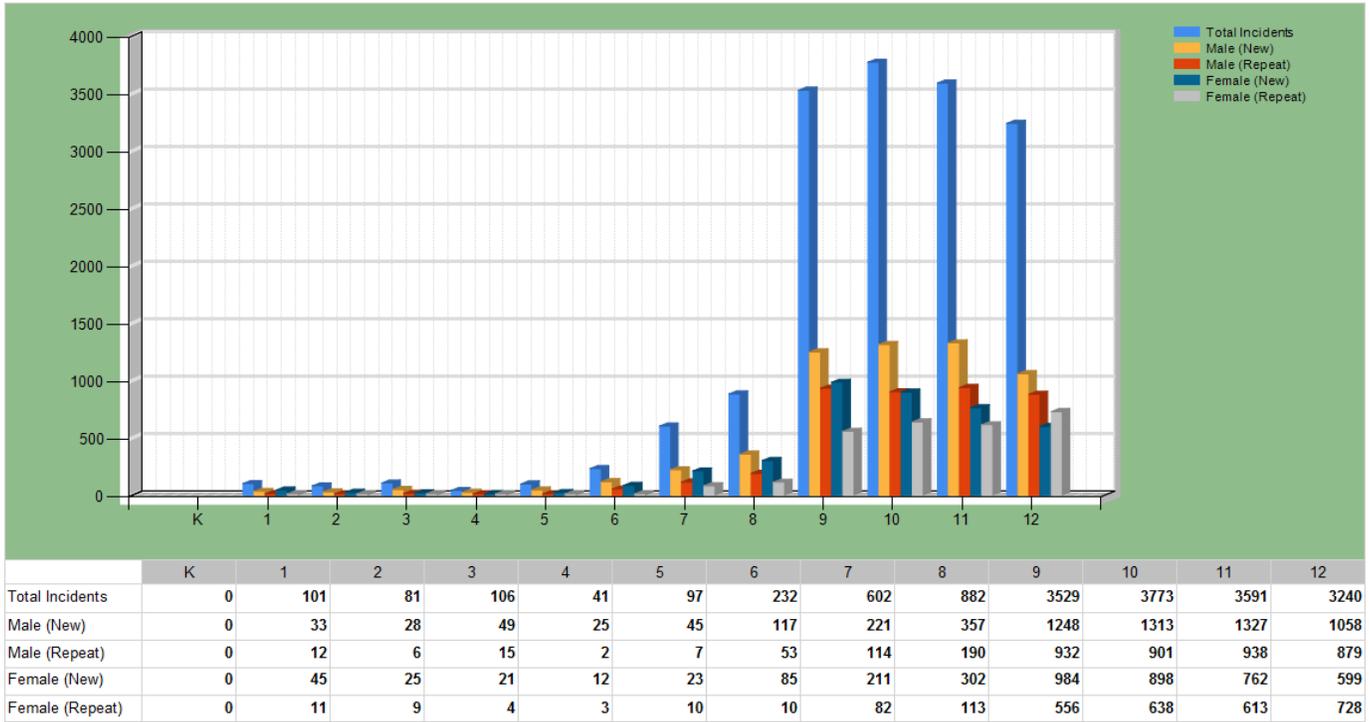


Out of School Student Suspensions

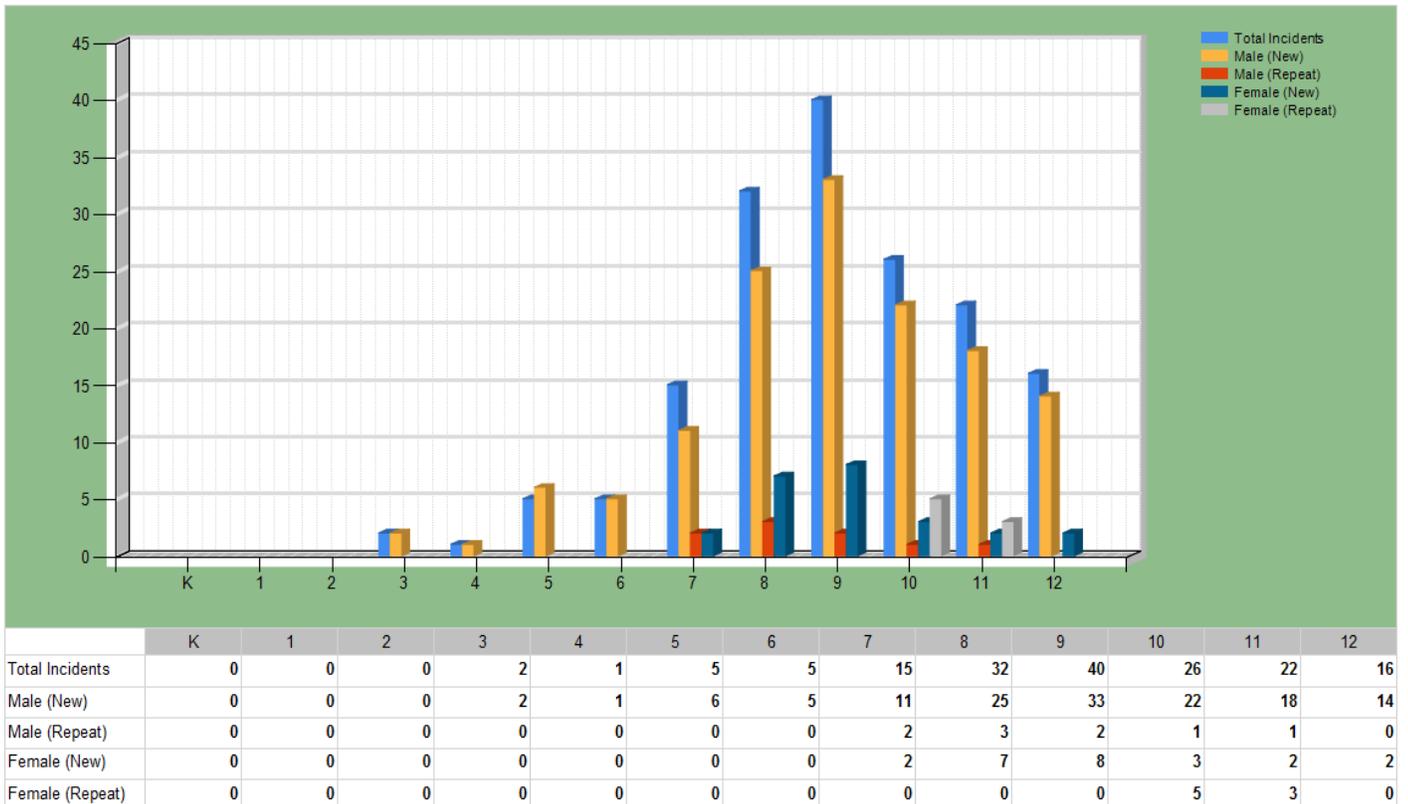


School Campus and School Activities Incident Report 2009- 2010 (by Grade and Gender)

Student Truancies

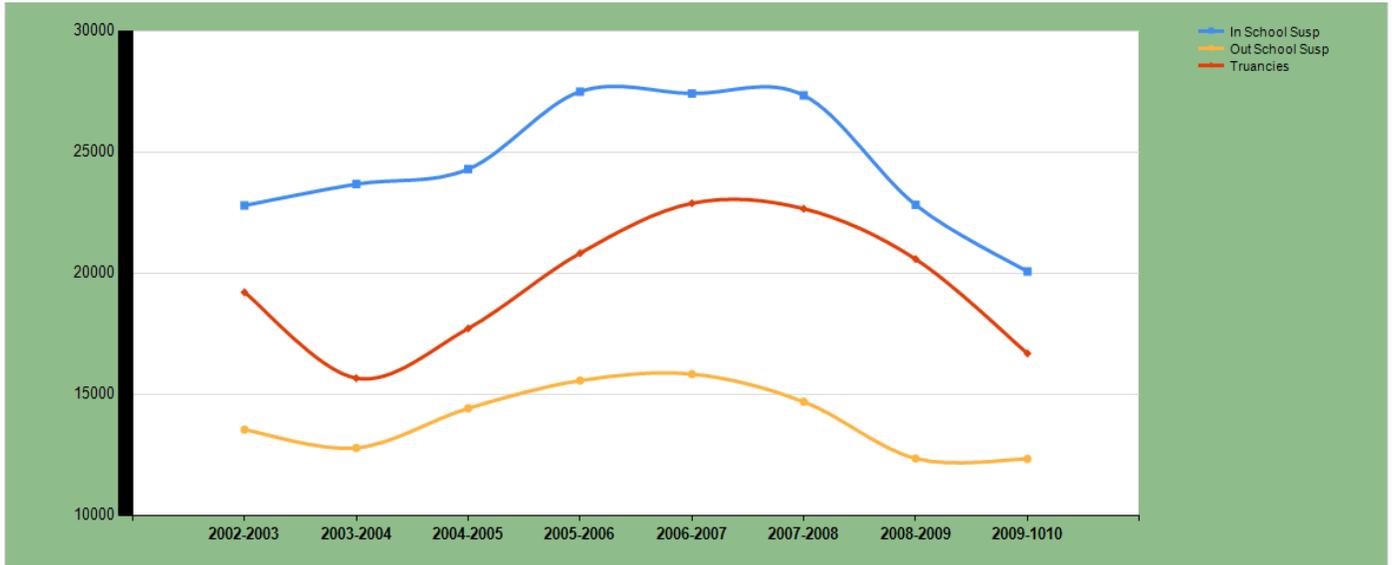


Student Expulsions



School Campus and School Activities Incident Report 2001-02 through 2009-10

In / Out of School Suspensions and Truancies



	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
In-School Suspension	22794	23674	24294	27497	27417	27341	22815	20061
Out-of-School Suspension	13532	12777	14411	15558	15825	14685	12339	12322
Truancies	19206	15656	17713	20820	22881	22659	20576	16681

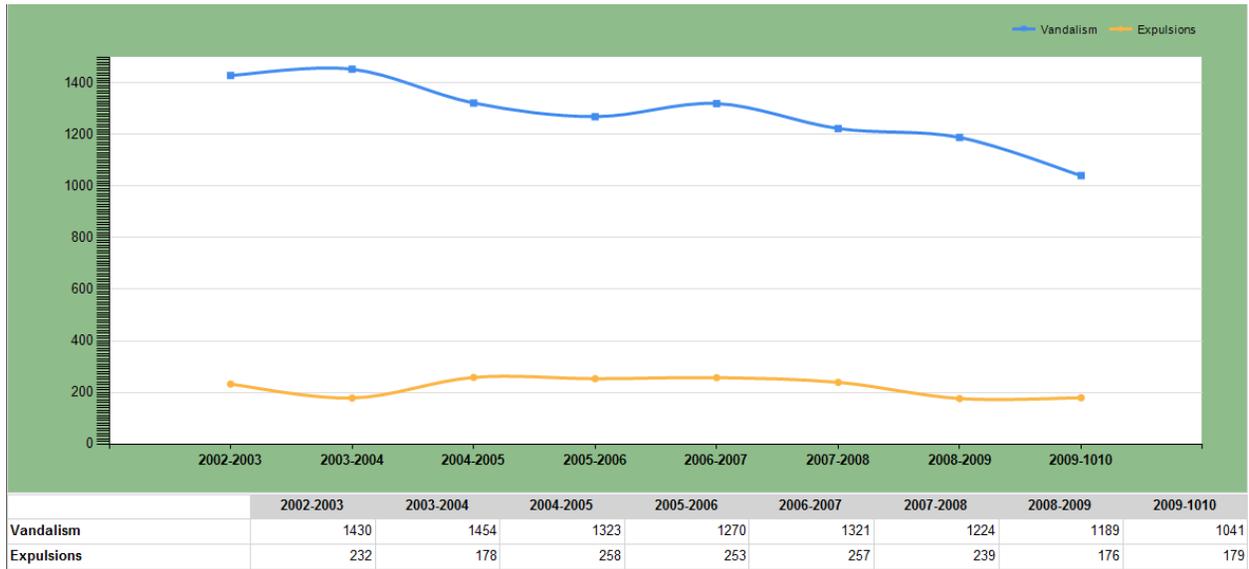
Insubordination, Fights, Harassments and Bullying



	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Insubordination	16851	18170	19000	17483	16573	15172	13531	14675
Fighting	7236	6537	7118	7658	7316	7578	6846	6255
Harassment	5035	4312	4037	3573	4028	3618	3079	2883
Bullying	3980	3560	3723	4011	4715	4470	4470	3884

School Campus and School Activities Incident Report 2001-02 through 2009-10

Vandalism, Expulsions



INCIDENT REPORT GLOSSARY

Alcohol: Any product containing at least 0.5 alcohol by volume or weight. Examples include beer, wine and spirits (vodka, gin or whiskey, etc.)

Bullying: Intentional, repeated hurtful acts, words or other behavior such as name-calling, threatening and/or shunning committed by one or more children against another. Bullying may be physical, verbal or emotional in nature.

Distribution: Includes sale and/or providing alcohol, tobacco or drugs to another while on school campus or at school sponsored activities.

Explosives: Any destructive device which includes any explosive, incendiary or poison gas (bomb, grenade, mine, rocket, propellant charge of more than four ounces), any weapon which may be readily converted to expel a projectile by the action of other propellant and which has any barrel with a bore of more than one-half inch in diameter.

Expulsion: Prohibiting school attendance, without services and not being placed in an alternative setting, for ten or more consecutive school days.

Fighting: Pushing, shoving, challenging to fight or fighting.

Firearms: Only includes center fire or rim fire cartridge firing weapons. Does not include BB guns or pellet guns.

Harassment: Includes conduct, whether verbal, written, graphic or physical, relating to student's race, national origin, color, disability or sex that is sufficiently severe, pervasive or persistent.

Incidents: All incidents per grade are recorded.

Male or Female: Number of individuals involved in each incident by gender.

New: First offense by student.

Repeat: Second/additional offenses by same student

Insubordination: Includes verbal abuse, failure to follow verbal instructions and/or requests.

Knife: An object with a sharpened edge or a pocketknife with a blade length of greater than 2 ½ inches.

Other Drugs: A substance regulated by the Controlled Substances Act. Examples: marijuana, meth, PCP, designer drugs, heroin, etc.

Other Non-Firearm Weapon: All objects, devices, instruments, materials or substances used or intended to be used to inflict death or serious bodily injury. Also includes toy guns, BB guns, pellet guns, air pistols, paint guns, etc.

Possession: Drugs, alcohol or tobacco carried by a student while on the school campus or at school sponsored activities.

Suspensions:

In School Suspensions: The assignment of a student to a restrictive program within the student's regular school day based upon the student's misbehavior.

Out-of-School Suspensions: Prohibiting school attendance for fewer than ten consecutive days.

Tobacco: A product containing tobacco in any form.

Truancy: Unauthorized absence from an assigned class or activity during school hours. For reporting purposes, include any truancy where parents are notified in writing or any other administrative action is taken.

Use: Alcohol, tobacco or drug use on school campus or at school sponsored activities.

Vandalism: Includes disrespect, destroying, defacing property and/or buildings.

IDAHO UNSAFE SCHOOL CHOICE OPTION POLICY

The No Child Left Behind Act of 2001 (ESEA) provides, in part:

"TITLE IX, PART E, SUBPART 2, SEC. 9532. UNSAFE SCHOOL CHOICE OPTION.

(a) UNSAFE SCHOOL CHOICE POLICY.--Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

(b) CERTIFICATION.--As a condition of receiving funds under this Act, a State shall certify in writing to the Secretary that the State is in compliance with this section." PL 107-110, 115 Stat. 1425, 1984-1985 (2002)

The State Department of Education consulted with LEAs and associations involved with public education in Idaho to determine a definition. Based on that consultation, the State Department of Education developed the following definition of "persistently dangerous public elementary school or secondary school." This definition will be used in Idaho to (a) establish state compliance with the federal requirement set forth in ESEA, and (b) determine if any Idaho schools are "persistently dangerous", thus invoking the statutorily-set requirement that students in the identified school be allowed to attend a safe public elementary or secondary school within the local education agency. Pursuant to this Act, the State Department of Education adopts this operational **definition**:

Persistently dangerous public elementary school or secondary school:

In the context of the No Child Left Behind Act of 2001 (ESEA), an Idaho public elementary or secondary school is considered to be persistently dangerous if it meets the following criteria:

In each of three consecutive years, there is one instance of:

- Homicide
- Sexual offense
- Kidnapping

or the school exceeds an expulsion or student conviction rate of:

1% of the student body

or

3 students, whichever number is greater, for violent criminal offenses or for violations of federal or state gun free schools requirements on school property or at school sponsored events while school is in session.

For the purpose of this definition, a "violent criminal offense" is defined as conduct which could be charged as a felony or misdemeanor involving the threat of or actual physical injury, a sexual offense, homicide, rape, robbery, aggravated assault, aggravated battery, stalking, first degree kidnapping or aggravated arson.

2003-2010 Persistently Dangerous Incidents - (Tracking for these incidents was implemented during 2002-03; aggravated arson, stalking and kidnapping incidents were added to the definition June 27, 2003)

	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Aggravated Arson	0	1	1	5	1	3	0
Aggravated Assault	1	2	1	2	7	2	9
Aggravated Battery	0	3	10	5	3	9	9
Federal Gun-Free Act Violations	11	9	4	3	6	4	5
Homicide	0	0	0	0	0	0	0
Kidnapping	0	0	0	0	0	0	0
Sexual Offense	0	4	1	3	14	10	2
Robbery	0	1	9	1	8	1	5
Stalking	0	0	0	1	0	0	0
Threat or Actual Physical Injury	1	14	46	30	37	26	15

PERSISTENTLY DANGEROUS SCHOOLS GLOSSARY

The definitions of most violent offenses, such as homicide and rape, are commonly understood and do not need further clarification. Other terms, such as aggravated assault, aggravated battery and robbery, are subject to individual state definitions and may be misapplied by those not familiar with their legal definitions. Therefore, for purposes of the Unsafe School Choice Options program, the following definitions taken from Idaho Code shall apply:

Aggravated Arson. Burning or damaging by fire or explosion a structure or real or personal property, resulting directly or indirectly, in great bodily harm, permanent disability, permanent disfigurement or death of any person, regardless of intent or lack of intent to cause such harm. Ref.: Idaho Code § 18-805

Aggravated Assault. An assault with a deadly weapon or instrument, without the intent to kill, or an assault by any means or force likely to produce great bodily harm. Ref.: Idaho Code § 18-905

Aggravated Battery. A battery in which a person:

- (a) causes great bodily harm, permanent disability or permanent disfigurement; or
- (b) uses a deadly weapon or instrument; or
- (c) uses any vitriol, corrosive acid or a caustic chemical of any nature; or
- (d) uses any poison or other noxious or destructive substance or liquid; or
- (e) upon the person of a pregnant female, causes great bodily harm, permanent disability or permanent disfigurement to an embryo or fetus. Ref.: Idaho Code § 18-907

Federal Gun-Free Act Violations - Firearms include handguns, rifles or shotguns. The following are included within the definition: (Note: This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet guns.)

- any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any destructive device, which includes:
 - (a) any explosive, incendiary or poison gas
 - (1) bomb,
 - (2) grenade,
 - (3) rocket having a propellant charge of more than four ounces,
 - (4) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (5) mine, or
 - (6) similar device
 - (b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter
 - (c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.

Homicide. The unlawful killing of a human being.

Kidnapping-First Degree. Any kidnapping committed for the purpose of obtaining money, property or another thing of value for the return or disposition of such kidnapped person, or committed for the purpose of raping, or committing the infamous crime against nature or committing serious bodily injury upon the person kidnapped or committing any lewd and lascivious act upon any child under the age of sixteen.

Ref.: Idaho Code § 18-4502

Robbery. The felonious taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear. Ref.: Idaho Code § 18-6501. *Note: Robbery differs from theft because of the physical presence of the victim and the force or fear component used by the perpetrator taking the property from the victim against his will.*

Sex Offense. Rape, crime against nature, forcible sexual penetration by use of foreign object, sexual abuse of a child under the age of sixteen, ritualized abuse of a child, sexual exploitation of a child. Includes lewd conduct with a minor child under sixteen, or sexual battery of a minor child sixteen or seventeen years of age. Ref: Idaho Code § 18-1506

Stalking. Willfully, maliciously and repeatedly following or harassing another person. Ref.: Idaho Code § 18-7905

Threat of or Actual Physical Injury. To express intent, through word or action, to inflict harm upon another person, coupled with the apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent. Ref.: Idaho Code § 18-901

SECTION V

2008 Statewide Substance Use and School Climate Survey Results



Climate Survey Results

Alcohol Use

Tobacco Use

Smokeless Tobacco Use

Drug Use

 Marijuana

 Methamphetamines

 Inhalants

Student Attitudes toward Alcohol and Drug Education

Parental Supervision and Student Drug Use

STATE DEPARTMENT OF EDUCATION

IDAHO SCHOOLS SURVEY SUMMARY DEMONSTRATES THE POWER OF SCHOOL BASED PREVENTION PROGRAMMING

2010 STATEWIDE SUBSTANCE USE AND SCHOOL CLIMATE SURVEY

The following charts summarize the statewide results of the 2008 Idaho Substance Use and School Climate Survey, conducted by the Northwest Regional Educational Laboratory (NWREL) for Idaho’s State Department of Education. The 2010 survey represented the sixth administration of a survey first used in 1996 and continued in 1998, 2000, 2002, 2004 and 2006. This replication permits the documentation of trends in substance use and school climate in Idaho.

Statewide Sample Size by Grade and Region

	Region I	Region II	Region III	Region IV	Region V	Region VI	TOTAL
Grade 6	626	527	866	613	620	622	3,874
Grade 8	606	575	607	655	627	539	3,609
Grade 10	775	552	831	751	655	687	4,251
Grade 12	625	474	663	638	558	508	3,466
TOTAL	2,632	2,128	2,967	2,657	2,460	2,356	15,200

ALCOHOL USE:

Idaho students continue to report substantially lower lifetime prevalence rates than the national average. From 1998 to 2010, prevalence rates in Idaho appear to have dropped, particularly among young students. (The column “Idaho Change” reports the percentage change since the first survey of that grade level.)

Percentage of Students Who Have Ever Tried Alcohol: (*Grade not included in survey for that year.)

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since First Survey
	Nat'l	Idaho											
Grade 6	*--	18.4	*--	13.9	*--	17.2	*--	18.2	*--	13.4	*--	12.3	-6.1
Grade 8	52.5	42.2	51.4	39.6	47.0	38.7	43.9	37.9	40.5	35.8	38.9	29.2	-13.0
Grade 10	69.8	62.9	71.4	56.9	66.9	56.7	64.2	55.3	61.5	55.1	58.3	47.6	-15.3
Grade 12	81.4	64.6	80.3	64.1	78.4	62.7	76.9	58.4	72.7	65.7	71.9	59.9	-4.7

This comparatively low lifetime prevalence of alcohol use is a very positive result. While lifetime use is not an indicator of current use levels of Idaho’s students, the fact that students in Idaho are less likely to even experiment with alcohol is a positive finding. It also indicates that middle school is a time when many students try alcohol for the first time. Experts argue for a clear, strong “no use” message for all drugs, including alcohol. Any delay of the first use of alcohol is positive.

TOBACCO USE:

Smoking Tobacco

Reported smoking tobacco prevalence among Idaho teens remains far below national rates. In addition, tobacco smoking rates in Idaho have dropped substantially in all grades surveyed since 1998.

Percentage of Students Who Have Ever Smoked Tobacco (*Grade not included in survey for that year.)

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since First Survey
	Nat'l	Idaho											
Grade 6	*--	5.2	*--	2.9	*--	3.2	*--	3.7	*--	2.8	*--	3.2	-2.0
Grade 8	45.7	21.2	40.5	17.3	31.4	12.3	27.9	12.2	24.6	12.3	20.5	11.0	-10.2
Grade 10	57.7	40.6	55.1	30.9	47.4	24.9	40.7	23.7	36.1	26.0	31.7	23.4	-17.2
Grade 12	65.3	42.0	62.5	43.6	57.2	33.7	52.8	29.7	47.1	35.7	44.7	36.0	-6.0

Smokeless Tobacco

Reported smokeless tobacco use prevalence among Idaho teens also remains far below national rates.

Percentage of Students Who Have Ever Tried Smokeless Tobacco (*Grade not included in survey for that year.)

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since First Survey
	Nat'l	Idaho											
Grade 6	*--	1.8	*--	2.1	*--	1.0	*--	1.5	*--	1.1	*--	1.5	-0.3
Grade 8	15.0	5.5	12.8	4.7	11.2	5.0	11.0	4.2	10.2	4.9	9.8	6.2	+0.7
Grade 10	22.7	13.3	19.1	11.3	16.9	8.0	13.8	9.9	15.0	13.0	12.2	12.5	-0.8
Grade 12	26.2	17.2	23.1	16.1	18.3	15.0	16.7	12.8	15.2	17.8	15.6	19.2	+2.0

DRUG USE:

Idaho students continued to report lower lifetime prevalence rates than the national average. For example, whereas 47.4 percent of high school seniors nationwide reported having used drugs at least once in their lifetime, only 38.9 percent of seniors in Idaho reported having used drugs.

Percentage of Students Who Ever Used Any Drug (*Grade not included in survey for that year.)

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since First Survey
	Nat'l	Idaho											
Grade 6	*--	5.6	*--	5.7	*--	7.0	*--	9.4	*--	7.9	*--	7.0	+1.4
Grade 8	29.0	18.0	26.8	17.3	24.5	18.5	21.5	18.6	20.9	18.6	19.6	14.5	-3.5
Grade 10	44.9	36.7	45.6	28.1	44.6	34.9	39.8	32.7	36.1	30.3	34.1	28.7	-8.0
Grade 12	54.1	36.2	54.0	35.3	53.0	37.2	51.1	35.4	48.2	37.1	47.4	38.9	+2.7

Marijuana:

Idaho students reported lower lifetime prevalence rates of marijuana use than do national samples. Students surveyed reported less marijuana use in 2010 than in 1998, but there was large change from 2000 for eighth- and tenth-grade students.

Percentage of Students Who Ever Use Marijuana or Hashish (*Grade not included in survey for that year.)

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since First Survey
	Nat'l	Idaho											
Grade 6	*--	1.6	*--	1.6	*--	1.2	*--	1.3	*--	1.1	*--	1.4	0.0
Grade 8	22.2	10.9	20.3	10.2	19.3	8.8	16.3	9.3	15.7	9.5	14.6	7.6	-2.7
Grade 10	39.6	31.2	40.3	23.6	38.7	25.5	35.1	23.8	31.8	23.9	29.9	22.8	-7.7
Grade 12	49.1	31.2	48.8	32.0	47.8	29.0	45.1	27.1	42.3	30.3	42.6	33.5	+3.1

Methamphetamines:

The student survey included crystal, meth, crank and ice as examples within the category of methamphetamines. When compared to 1998, the reported use of methamphetamines by students in all grades has declined.

Percentage of Students Who Ever Used Methamphetamines (*Grade not included in survey for that year.)

Grade	Idaho 1998	Idaho 2000	Idaho 2002	Idaho 2004	Idaho 2006	Idaho 2008	Idaho Change
6	0.5	0.9	0.5	0.8	0.4	0.4	-0.1
8	2.7	2.9	2.6	2.2	2.1	1.0	-1.7
10	7.8	6.9	5.5	4.6	3.9	2.3	-5.5
12	8.2	8.6	4.8	5.0	3.8	2.4	-5.8

Inhalants:

Although inhalant consumption affected only between 3.9 and 8.9 percent of students, it was *the most commonly reported drug use among sixth-grade students*. Compared to 1998, however, the use of inhalants by all but 12th grade student has declined. Nationwide, the use of inhalants continues to be considerable higher than in Idaho.

Percentage of Students Who Ever Use Inhaled Substances (*Grade not included in survey for that year.)

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since First Survey
	Nat'l	Idaho											
Grade 6	*--	4.1	*--	4.4	*--	3.5	*--	5.0	*--	4.5	*--	3.9	-0.2
Grade 8	20.5	10.2	17.9	9.7	15.2	8.2	17.3	9.1	16.1	10.4	15.7	8.3	-1.9
Grade 10	18.3	10.7	16.6	11.6	13.5	8.8	12.4	10.2	13.1	11.1	12.8	8.9	-1.8
Grade 12	15.2	7.1	14.2	7.5	11.7	6.0	10.9	7.2	11.1	7.5	9.9	8.0	+0.9

Student Attitudes toward Alcohol and Drug Education

More than half of all students reported that school had been their primary source of information about the dangers of drugs and drinking (52.3%). Students indicated that they believed alcohol and drug education should begin in elementary school (56.9%). About 26.2 percent of students felt that it should begin by third grade or earlier, while another 30.1 percent felt that fourth or fifth grade was an appropriate time. About 29.5 percent felt that middle school (sixth, seventh, and eighth grade) was an appropriate time. When compared to 1998, the report of “No Use” increased significantly across all grades. The change is most evident among eighth and tenth grade students.

Parental Supervision and Student Drug Use

Although fewer students are using drugs, there is a strong relationship between the level of parental supervision and the level of student drug use. Students who reported low supervision by their parents were much more likely to report low, moderate and high levels of drug use, compared to students who were highly supervised.

A final document detailing the 2008 statewide results of the survey is available on our web site: http://www.sde.idaho.gov/site/safe_drugfree/data_resources.htm under the Quick Nav heading of Publications / Surveys

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SECTION VI

Program History



State Tobacco Tax Legislative Background

State Tobacco Tax and Lottery Tax Legislative Intent

State Tobacco Tax and Federal Title IV Thirteen Year Funding Overview

State Tobacco Tax and Federal Title IV District Funding Charts

Map of Geographic Education Regions

STATE TOBACCO TAX AND LOTTERY TAX

I. LEGISLATIVE BACKGROUND

The 1994 Idaho Legislature enacted HB710aa, increasing taxes on tobacco products. The revenues were to be used to fund substance abuse programs in public schools as a way to discourage Idaho youth from the habitual use of tobacco and other drugs. Since that time, due to a variety of reasons, funding for substance abuse efforts has fluctuated and the State Department of Education is striving to make the funding consistent and sustainable.

Following is a brief history of the funding for substance abuse programs:

1994 session	HB710aa increased cigarette and tobacco products tax, but did not contain authority for the State Department of Education to distribute funds to local school districts.
1995 session	Spending authority was enacted. Revenues were split between the Department of Juvenile Corrections and State Department of Education (for public schools). Funds not distributed during the first year of the program were added to the schools' portion, allowing a total distribution of \$7 million to public schools beginning July 1, 1995.
1997 session	The split of funding was made permanent. To maintain the \$7 million dedicated fund for schools, the Legislature authorized transfer of \$500,000 in general funds to the State Department of Education Tobacco Fund.
1998 session	Funding for the program fell to \$5.5 million, appropriated from the following sources: \$4.5 million from the cigarette and tobacco product tax, \$500,000 from accrued interest and \$500,000 from a tax on lottery winnings above \$600. However, since no process for transferring revenues from the State Tax Commission to the public school account was authorized, the \$500,000 from the lottery tax was not distributed.
1999 session	Authority to transfer lottery taxes for the public school programs was enacted. Total appropriation for the Safe and Drug-Free Schools Program was \$5.2 million, comprised of the cigarette and tobacco products tax, taxes on lottery winnings above \$600 and a transfer of \$200,000 from the general account.
2000 session	Funding for the Idaho Safe and Drug-Free Schools Program was set at \$4.7 million.
2006 session	Funding for the Idaho Safe and Drug-Free Schools Program was set at \$5.5 million.
2007 session	Funding for the Idaho Safe and Drug-Free Schools Program was set at \$7 million.
2008 session	Funding for the Idaho Safe and Drug-Free Schools Program when combined with the Federal Title IV A allocation will total \$7 million.
2010 session	Funding for the Idaho Safe and Drug-Free Schools Program State Tobacco Tax funds were redirected to the discretionary funds for school districts and Federal Title IV-A funds were not appropriated for 2010-2011.

STATE TOBACCO TAX AND LOTTERY TAX

II. LEGISLATIVE INTENT

Legislative Intent

It is legislative intent that the Idaho Safe and Drug-Free Schools Program include the following features:

1. Districts will develop a policy and plan that will provide a guide for their substance abuse programs.
2. Districts will have an advisory board to assist each district in making program decisions.
3. The district substance abuse programs will be comprehensive to meet all student needs. This includes prevention, student assistance programs that address early identification, referral and after care.
4. Districts will submit an annual evaluation of their program effectiveness to the State Department of Education.

Districts also must meet the following federal requirements to receive funds from the U.S. Department of Education through the Title IV Safe and Drug-Free Schools Community Act, which are used in concert with state funds:

1. Districts will base programs on a thorough assessment of information about the drug and violence problems in the school and communities served.
2. Districts will, with the assistance of a local or regional advisory council, establish a set of measurable goals and objectives and design programs to meet those goals and objectives.
3. Districts will design and implement activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence or disruptive behavior among youth.
4. Districts will evaluate programs periodically to assess progress toward achieving goals and objectives; use evaluation results to refine, improve and strengthen programs; and refine goals and objectives as appropriate.

III. FUNDING CATEGORIES

1. **Idaho State Police** - The Legislature directed that \$200,000 "...shall be remitted annually to the Department of Law Enforcement to increase toxicology lab capacity for drug testing of juveniles."
2. **Program Administration** – An administrative fund of \$100,000 is provided for the Safe and Drug-Free Schools Program administration, technical assistance for school districts, all Safe and Drug-Free School Advisory Board expenses and the statewide Substance Use and School Climate Survey.
3. **School District Flow-Through** – 92% of the total funding is distributed to school districts through a combination of a base amount of \$1,500 and a prorated amount based on each district's prior year's average daily attendance.
4. **Discretionary Trainings/Grants** – The remaining eight percent of the Idaho Safe and Drug-Free Schools allocation shall be used to make discretionary grants as determined by the SDFS Advisory Board, which may include up to \$80,000 distributed annually to the Commission on Hispanic Affairs and the rest is designated for training services working with public schools to prevent alcohol, tobacco or drug abuse among students in K-12 schools.

**IDAHO PUBLIC SCHOOLS
TOBACCO TAX TWELVE-YEAR APPROPRIATION OVERVIEW/SAFE AND DRUG-FREE SCHOOLS PROGRAM
Fiscal Years 1998-2010**

Period	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<i>Appropriation</i>	5,500,000	5,175,000	4,700,000	4,700,000	4,700,000	4,700,000	4,700,000	4,700,000	5,500,000	7,000,000	7,000,000	5,576,652
Plus Revenue												
Interest from Fund Balance	94,125	52,496	55,526	53,589	52,396	33,366	52,366	263,643	330,961	336,370	189,377	100,117
Income-Tobacco Products	269,028	273,983	290,201	308,076	333,292	392,080	410,532	439,713	467,727	514,320	525,590	558,500
Income Cigarette Tax	4,313,947	4,355,669	4,170,057	4,177,337	4,312,790	4,252,143	4,209,882	4,348,799	4,487,596	4,307,305	4,179,126	3,749,912
Income-General Fund	-	200,000		-								
Income-Lottery Winnings	-		125,877	-	146,965	95,448	5,058,570	256,760	185,477	532,201	299,883	299,759
	Note 1	Note 2				Note 3						
Total Revenue Available	4,677,100	4,882,148	4,641,661	4,701,455	4,845,443	4,773,650	9,731,350	5,308,915	5,471,760	5,690,197	5,193,977	4,708,288

Note 1: The tax from lottery winnings was not deposited into SDE.

No Mechanism put into place for transfer of the money from Tax Commission to the SDE

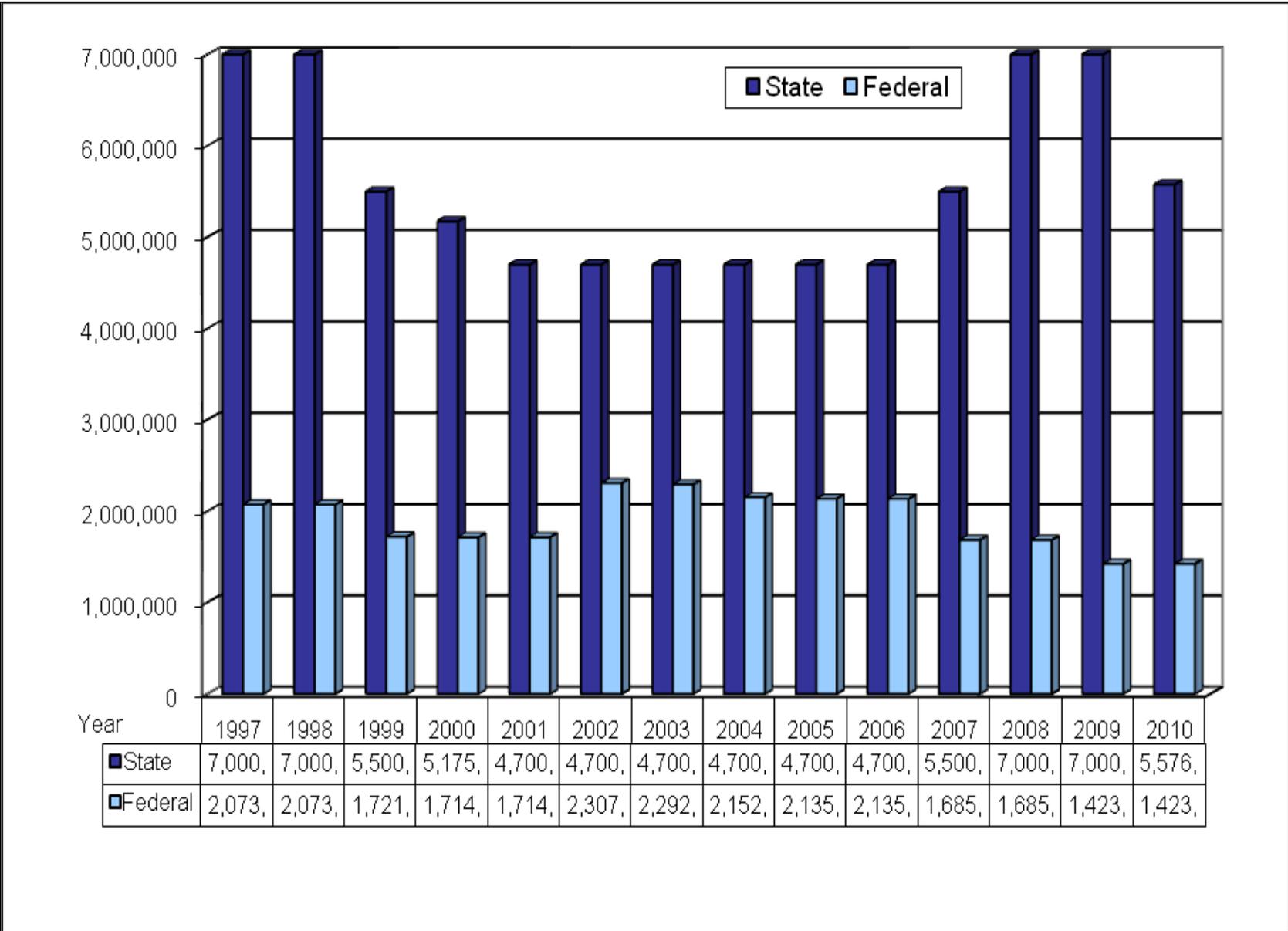
Note 2: Mechanism to transfer lottery winnings from Tax Commission to SDE effective FY 2001.

Note 3: Because of the new cigarette tax and the uncertainty of revenue to be generated, allocation to school districts was \$4.5 million for 2003-2004.

Comprehensive tracking began in 1997-1998

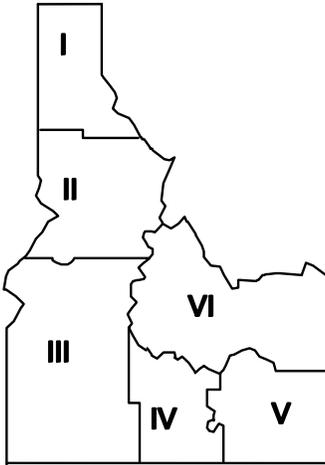
State Tobacco Tax and Federal Title IV Funding History – 1996-2010

Allocation in thousands of dollars



REGIONAL CLASSIFICATION AND DISTRICT NUMBERS

School Districts are further classified as belonging to one of six geographical regions in the state. These regions follow school district boundaries as opposed to county boundary lines.



CHARTER SCHOOLS

- 451 Victory Charter, Reg III
- 452 ID Virtual Academy, Reg III
- 454 Rolling Hills Charter, Reg III
- 455 COMPASS, Reg III
- 456 Falcon Ridge, Reg III
- 457 Inspire, Reg III
- 458 Liberty Charter, Reg III
- 459 Garden City Comm, Reg III
- 460 Acad Roosevelt, Reg V
- 461 Taylor's Crossing, Reg VI
- 462 Xavier, Reg IV
- 463 Vision, Reg III
- 464 Whitepine Charter, Reg II
- 465 North Valley Acad Reg IV
- 466 iSucceed Virtual HS Reg III
- 467 Wings Charter MS Reg IV
- 468 ID Science & Tech Reg VI
- 469 Kaplan Acad. Reg III
- 470 Kootenai Bridge Reg I
- 472 Palouse Prairie Reg II
- 492 Anser Charter, Reg III
- 773 Blackfoot Comm Ch, Reg VI
- 774 CDA Charter Reg1
- 775 Moscow Charter, Reg II
- 777 Pocatello Comm Ch., Reg V
- 783 North Star Charter, Reg III
- 786 ID Distance Ed Acad, Reg II
- 787 Thomas Jefferson Ch., Reg III
- 801 ARTEC Reg IV

REGION I (13 Districts)

- 041 St. Maries
- 044 Plummer/Worley
- 083 West Bonner Co
- 084 Lake Pend Oreille
- 101 Boundary County
- 271 Coeur d'Alene
- 272 Lakeland
- 273 Post Falls
- 274 Kootenai
- 391 Kellogg
- 392 Mullan
- 393 Wallace

REGION II (16 Districts)

- 171 Orofino
- 242 Cottonwood
- 243 Salmon
- 244 Mtn View
- 281 Moscow
- 282 Genesee
- 283 Kendrick
- 285 Potlatch
- 287 Troy
- 288 Whitepine
- 302 Nezperce
- 304 Kamaiah
- 305 Highland
- 340 Lewiston
- 341 Lapwai
- 342 Culdesac

REGION III (31 Districts)

- 001 Boise
- 002 Meridian
- 003 Kuna
- 011 Meadows Valley
- 013 Council
- 071 Garden Valley
- 072 Basin
- 073 Horseshoe Bend
- 131 Nampa
- 132 Caldwell
- 133 Wilder
- 134 Middleton
- 135 Notus
- 136 Melba
- 137 Parma
- 139 Vallivue
- 191 Prairie Elementary
- 193 Mountain Home
- 221 Emmett
- 363 Marsing
- 364 Pleasant Valley
- 365 Bruneau-Grand View
- 370 Homedale
- 371 Payette
- 372 New Plymouth
- 373 Fruitland
- 421 McCall-Donnelly
- 422 Cascade
- 431 Weiser
- 432 Cambridge
- 433 Midvale

REGION IV (22 Districts)

- 061 Blaine County
- 121 Camas County
- 151 Cassia County
- 192 Glenns Ferry
- 231 Gooding
- 232 Wendell
- 233 Hagerman
- 234 Bliss
- 261 Jerome
- 262 Valley
- 312 Shoshone
- 314 Dietrich
- 316 Richfield
- 331 Minidoka County
- 411 Twin Falls
- 412 Buhl
- 413 Filer
- 414 Kimberly
- 415 Hansen
- 416 Three Creek
- 417 Castleford
- 418 Murtaugh
- 596 ID School for the Deaf and the Blind

REGION V (14 Districts)

- 021 Marsh Valley
- 025 Pocatello
- 033 Bear Lake
- 052 Snake River
- 058 Aberdeen
- 148 Grace
- 149 North Gem
- 150 Soda Springs
- 201 Preston
- 202 West Side
- 351 Oneida
- 381 American Falls
- 382 Rockland
- 383 Arbon Elementary

REGION VI (19 Districts)

- 055 Blackfoot
- 059 Firth
- 060 Shelley
- 091 Idaho Falls
- 092 Swan Valley
- 093 Bonneville
- 111 Butte County
- 161 Clark County
- 181 Challis
- 182 Mackay
- 215 Fremont County
- 251 Jefferson County
- 252 Ririe
- 253 West Jefferson
- 291 Salmon
- 292 South Lemhi
- 321 Madison
- 322 Sugar-Salem

Federal law prohibits discrimination on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.)

It is the policy of the State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle WA 98174-1099, (206) 220-7880; FAX (206) 220-7887.



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