

**NOTICE OF WORK SESSION MEETING OF THE BOARD OF TRUSTEES  
MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331  
RUPERT, MINIDOKA COUNTY, IDAHO**

**NOTICE IS HEREBY GIVEN** that an **Working Meeting** of the Board of Trustees of the Minidoka County Joint School District is posted for **Monday, October 16, 2023 at 6:00 PM at the District Service Center 310 10th Street** **Rupert, ID 83350** at which meeting the following business will be conducted:

**CALL TO ORDER & ROLL CALL:**

Bonnie Heins, Chair	Dr. Kenneth Cox, Superintendent
Rick Stimpson, Vice Chair	Kerri Tibbitts, Board Clerk
Russ Suchan, Trustee	Reed Cotten, School Counsel
Jeff Gibson, Trustee	
Mary Andersen, Trustee	

1. CALL TO ORDER & ROLL CALL
2. EXECUTIVE SESSION: Idaho Code 74-206 (1) (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student; (f) legal counsel
3. Work Session - Policies
4. Policy 340.40 Student Searching, Questioning and Arrest (First Reading) 2
5. Policy 340.50 Use of Restraint and Seclusion Techniques and Form (First Reading) 8
6. Replacement Policy 370.50 Suicide (First Reading) 18
- A. Delete Current Suicide Policies: 370.50 Suicide; 370.50P1; 370.50P2; 570.50P3
7. Policy 382.00 Parental Rights (First Reading) 34
8. Policy 383.00P Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being Procedure and Form (First Reading) 35
9. Policy 426.00 Community Patron Visits at Schools (First Reading) 38
10. ADJOURNMENT

#boldsubject#

\*\* Robert's Rules of Order will govern all meetings

\*\*\* Any person needing special accommodations to participate in the above-noticed meeting should contact the Minidoka County School District one (1) day prior to the meeting at 310 10<sup>th</sup> St., Rupert, Id. (208) 436-4727

<b>POLICY TITLE:</b>	<b>Student Searches, <u>Questioning &amp; Arrests</u></b>  <b>Minidoka County Joint School District # 331</b>	<b>POLICY NO:</b> <b>340.40</b> <b>PAGE 1 of 6</b>
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Students’ constitutional rights do not stop at the schoolhouse gates. However, this board must provide an atmosphere conducive to the pursuit of educational goals. This may include the right to search the student’s personal belongings when it is in the interest of the overall welfare of other students or is necessary to preserve the good order and discipline of the school, and reasonable suspicion exists for such a search.

Only district personnel authorized by the superintendent may conduct a search pursuant to this policy. Building principals and assistant principals shall be so authorized. In any situation where the administrator is in doubt as to the propriety of proceeding with any search or seizure, the administrator is authorized to report the situation to the appropriate law enforcement agent. The administrator is not to become the agent of any public law enforcement agent.

**STUDENT’S PERSON OR POSSESSIONS**

Search of a student’s person or possessions (backpack, purse, etc.) should be limited to situations in which there is a reasonable articulable suspicion that the student is secreting evidence of a district or school rule violation, including, but not limited to possession of weapons, controlled substances, etc.

A student’s person may be searched by a school administrator or the administrator’s designee when reasonable articulable suspicion exists. Reasonable suspicion is satisfied when the search is justified at its inception and the search is reasonably related in scope to the circumstances that justified the search. When feasible and when a student is under 18 years of age, the building principal shall contact a student’s parent/guardian prior to conducting a search of their person and shall attempt to contact the parent/guardian as soon as possible following the search.

Whenever practical, searches of a student shall be conducted by a staff member of that student’s gender. Any time a search of a student must be conducted, a second adult shall be present. Whenever practical, this second adult shall also be of the student’s gender.

Lockers assigned to students are the property of the school district. The student will be responsible for the proper care and use of the locker assigned for his or her use. Lockers may not be used by a student for the storage of illegal or potentially harmful items, including, but not limited to, weapons, drugs, and alcohol. For health and safety reasons, a general inspection of school properties such as lockers and desks may be conducted on a regular basis or when reasonable articulable suspicion reveals that the search will disclose evidence of a District policy violation, or illegal possession or activity. School administrators may seize and retain, or turn over to law enforcement officials, any contraband items or evidence found in a school locker. No student shall hinder, obstruct, or prevent any search authorized by this procedure.

A trained canine may be used to sniff the air around lockers, desks, bags, items or vehicles that are on District property or at a District sponsored event. Students are permitted to park on school premises as a matter of privilege, not right. The school retains the authority to conduct routine patrols of school parking lots and inspections of the exteriors of automobiles on school property. The interiors of vehicles on school property may be inspected whenever an authorized school official has reasonable articulable suspicion to believe that illegal materials are contained inside.

Such patrols and inspections may be conducted without notice, without consent, and without a search warrant. In the event a canine alerts on a locked vehicle, the owner or person bringing it onto District property shall be asked to open it for inspection.

### Student Questioning and Arrests

#### Interviews by School Administrators (Student Victims/Witnesses)

When a violation of Board policy or school rule occurs, the school principal or designee may question a potential student victim or students who may have relevant information without prior consent of the parent/guardian. Another adult should be present during the questioning of students.

#### Interviews by School Administrators (Student Suspect)

In situations where a student is suspected of violating Board policy or school rule, the principal or designee may interview or question the suspected student without the prior consent of the student's parent/guardian. The school official must first have reasonable grounds to suspect that the student committed such a violation. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies involvement or culpability in any part of the suspected activities, the student will be afforded the opportunity to present their side of the story, orally or in writing.

#### Interviews and Questioning by Law Enforcement Officials

**[OPTIONAL: All contact between the school and law enforcement on matters involving students shall be made through the building or District office.]**

If a law enforcement officer is present on school property solely to question a specific, identified student, the school's administrative personnel [OPTIONAL: or school resource officer (SRO)] shall bring the student to a designated location for questioning. Law enforcement officers who are present for such an interview should not otherwise roam the school's facility in an effort to locate the student. They should remain in the administration office while school personnel seek out the student. However, if there is a safety concern or other emergency situation involving a student, the school and law enforcement official shall work together on the best way to contact that student.

Any questioning of a student by law enforcement should take place in a private room or area where confidentiality can be maintained.

When reasonably possible, parents/guardians should be given the chance to be present for questioning. A public school shall notify a student's parent or legal guardian by phone call or text message if a minor student has been or may be questioned by a school resource officer or

other law enforcement official, unless the child is a victim or suspected victim of physical child abuse, abandonment, and/or neglect.

The District recognizes that it is not always possible to notify a parent/guardian of a student prior to an interview by law enforcement, whether by an SRO or otherwise. At minimum, when the District is aware that such questioning has occurred, the building principal or designee shall notify the parent/guardian of such event by phone call or text before the end of the day when the interview occurred.

**OPTIONAL: The School Board prefers that any interview of a student or a detainment of a student occur outside of school hours and outside the school setting, when possible. However, when such activities cannot occur outside of the school setting, the principal or designee will notify a parent/guardian of an interview or detainment of a minor student by law enforcement officials.**

School personnel shall not require any student to subject themselves to any law enforcement interview. If a parent/legal guardian directs that a student is not to be subject to a law enforcement interview, such direction will be honored by the school and law enforcement will have to make other arrangements to conduct such questioning. Such parental direction shall be required for each case in which a law enforcement officer asks to question a student.

The building principal or their designee may request to be present at the interview, but should not take part in any questioning. If present, the principal or designee should at all times remain a neutral observer.

When students are questioned by law enforcement officers, District personnel are not responsible for a police officer's compliance with the law. If a parent/guardian or student refuses to consent to police questioning, it is the law enforcement officer's responsibility to respond appropriately to such refusal.

### **Questioning by Law Enforcement Officials About School-Related Violations**

When a suspected violation of criminal law has occurred on school grounds, at a school sponsored activity, or at an activity involving school operations, law enforcement officers may be notified by school officials to request a criminal investigation. Law enforcement officers may also independently determine that an investigation requiring student interviews is necessary.

School discipline investigations conducted by school administrators and criminal investigations conducted by law enforcement officers – with the exception of SRO personnel – shall be conducted in a parallel manner rather than as a joint investigation. Therefore, a school discipline investigation need not stop as soon as the school administrator believes that a crime has been committed. The results of the parallel investigations may be shared among school officials and the police.

### **Questioning by Law Enforcement Officers About Non-School-Related Violations**

The District strives to maintain cooperative working relations between law enforcement, child protective authorities, and school authorities. Law enforcement officers may wish to interview students regarding their knowledge of suspected criminal activity and may wish to question students who are themselves suspected of engaging in criminal activity. Except when law enforcement officers have a warrant or other court order, or when emergency or other exigent circumstances exist, conducting such interviews during the student's class time is discouraged. Whenever possible, such questioning on matters not related to school should take place away from school and outside of school hours. Whether an interview will be permitted at school during school hours shall be at the discretion of the principal, except when a warrant or court order requires that it be conducted immediately. The principal and principal's designee have the right and the obligation to take reasonable steps to prevent disruption of school operations and the educational process while at the same time cooperating with law enforcement efforts. Accordingly, the principal or designee shall work together with law enforcement officers to coordinate efforts and minimize or prevent such disruption in cases of student interviews. In the event of disagreement, the principal or designee shall immediately contact the area administrator or District legal counsel for assistance.

Before any student interview begins regarding suspected criminal activity, the principal or designee shall ascertain that the law enforcement officer has proper identification evidencing affiliation with an identified law enforcement agency. The Idaho Department of Health and Welfare or law enforcement may exclude school personnel from any child abuse investigations and related interviews and may use a school building to conduct the interview.

### **Arrests by Law Enforcement Officers**

A law enforcement officer may take a student into custody if the student has been placed under arrest, if the officer declares the student to be in imminent danger, or if the student's parent/guardian and the student consent to such release. When practical, the officer must first notify the principal or designee so that the student may be summoned to the principal's office and taken into custody in a manner that is as inconspicuous as possible and minimizes disruption of school operations and the educational process. When an emergency situation arises and the student is taken into custody or arrested on school premises without prior notification to the principal or designee, the law enforcement officer should notify school authorities of the situation as soon as possible.

When a student is removed from school by law enforcement officers for any reason, the building principal or designee will make every reasonable effort to notify the student's parent/guardian, including attempts to contact them by phone call or text message. The school official will document such effort in writing. When law enforcement officers make a formal arrest or the student is otherwise in law enforcement custody, any and all responsibility for that student is transferred to law enforcement personnel. If a school official has reason to believe a student is

wrongly detained or arrested, they shall not interfere in any way but will contact the Superintendent explaining their reason which will be documented by the Superintendent and reported to the parent/guardian.

School officials will notify the appropriate area administrator of the removal of any student from school by law enforcement under any circumstance. District personnel are not responsible for an officer's legal compliance with respect to said arrest.

### **Definitions**

“Interview” or “questioning” means asking a student about an incident.

“Reasonable Suspicion” means a common-sense belief based on the information at hand that criminal activity or a violation of school rule/policy has happened or will happen.

<u>Cross References:</u>	<u>4400</u>	<u>Relations with Law Enforcement and Child Protective Agencies</u>
	<u>4410</u>	<u>Investigations and Arrests by Police</u>
	<u>5260</u>	<u>Abused and Neglected Child Reporting</u>
<u>Legal References:</u>	<u>IC § 6-904(1)</u>	<u>Tort Claims Against Governmental Entities — Exceptions to Governmental Liability</u>
	<u>IC § 16-1605</u>	<u>Child Protective Act: Reporting of Abuse, Abandonment or Neglect</u>
	<u>IC § 16-1606</u>	<u>Child Protective Act: Immunity</u>
	<u>IC § 16-1607</u>	<u>Child Protective Act: Reporting in Bad Faith—Civil Damages</u>
	<u>IC § 16-1631</u>	<u>Child Protective Act: Authorization for Department to Act</u>
	<u>IC § 20-516</u>	<u>Juvenile Corrections Act — Apprehension and Release of Juveniles — Detention</u>



**LEGAL REFERENCE:** Idaho Code §18-3302D, §33-512  
 New Jersey v. TLO, 469 US 325 (1985);  
 Tinker v. Des Moines, 393 US 503 (1969);  
 Safford School District #1 v. Redding, 557 U.S. 364 (2009).

**ADOPTED:** Original Adoption Date Unknown

**RATIFIED: September 18, 2006**

**AMENDED/REVISED: November 16, 2015; February 14, 2022; September 29, 2022**

**CROSS REFERENCE: Policy 342.20 Student Drug Alcohol and Tobacco Use;  
Student Discipline**

It is the priority of the Minidoka School District No.331 to promote a safe learning environment for all students and staff. The board recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure that all students and staff are safe in school, and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

The Board does not condone the use of restraint or seclusion when responding to student behavior and prohibits the use of corporal punishment and unreasonable use of physical force against a student as forms of discipline or methods of classroom governance. The Board recognizes, however, that it may be necessary to use reasonable and appropriate physical restraint and/or seclusion when it is the least restrictive intervention and when the student's behavior poses imminent danger of serious physical harm to self or others. The Board supports school-wide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning, while also minimizing the need for the use of physical restraint and seclusion and ensuring that they are only used as a last resort in an emergency.

### **DEFINITIONS**

"Aversive technique" means physical, emotional, or mental distress as a method of redirecting or controlling behavior.

"Chemical Restraint" means using drugs or medication to control behavior; not including those prescribed by and administered in accordance with the directions of a qualified health professional.

"Crisis intervention" means implementation of a predetermined strategy to mitigate immediate harm to students or staff in a behavioral crisis.

"Corporal punishment" means knowingly and purposely inflicting physical pain on a student as a disciplinary measure.

"De-escalate" means utilizing strategically employed verbal or non-verbal interventions to reduce the intensity of threatening behavior before a crisis situation occurs.

"Emergency" means a situation in which a student's conduct creates a reasonable belief in another person that the student's conduct has placed the student or a third person in imminent danger of serious physical harm. An emergency requires an immediate intervention.

"Functional behavioral assessment (FBA)" means the evaluation process of gathering information that can be used to hypothesize about the function of student behavior to develop a behavior intervention plan (BIP) for those students demonstrating, or at risk for demonstrating, challenging behavior.

"Imminent" means likely to happen right away or within a matter of minutes.

“Mechanical Restraint” means the use of any device or equipment to restrict a student’s freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- a. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- b. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- c. Restraints for medical immobilization; or
- d. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

“Physical escort” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. In addition, physical restraint does not include behavioral interventions used as a response to calm and comfort (e.g., proximity control, verbal soothing) an upset student.

“Physical Restraint” means personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort.

“Life-threatening physical restraint” 1) restricts airflow to a student’s lungs, whether by compressing the student’s chest or otherwise, or 2) immobilizes or reduces a prone student’s ability to freely move his or her arms, legs, or head. The use of prone (i.e., lying face down) physical restraints should be avoided.

“Positive behavioral interventions and supports” means application of a broad range of systematic and individualized strategies for achieving important social and learning outcomes, while preventing challenging behaviors by making them irrelevant, inefficient, and ineffective.

“Seclusion” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

### **PROHIBITED PRACTICES**

The following are prohibited under all circumstances, including emergency situations:

1. The use of restraint and seclusion, and corporal punishment, as a form of discipline, punishment, or as a method of managing classroom behavior.
2. The use of chemical restraints (i.e., drugs or medication) to control behavior or restrict freedom of movement unless it is (1) prescribed by a qualified health professional, and (2) administered as prescribed by the qualified health professional.

3. School employees may not use a life-threatening physical restraint on a student.

4. The use of physical restraint or seclusion procedures when a known psychiatric, medical or physical condition of the student would make physical restraint or seclusion dangerous for that student. For example, seclusion is inappropriate for students who are severely self-injurious or suicidal.

### **APPROPRIATE USE OF PHYSICAL RESTRAINT OR SECLUSION**

Restraint or seclusion will only be implemented in situations where a student’s behavior poses imminent danger of serious bodily harm to self or others, and not as a routine strategy to address classroom management or inappropriate behavior. School staff will implement positive behavioral interventions and supports, functional behavioral assessments and related behavior and crisis plans, and utilize constructive methods to de-escalate potentially dangerous situations.

Staff members are authorized to restrain a student or place a student in seclusion when an emergency, exists, or when a student’s individualized education program (IEP), behavioral intervention plan (BIP), or crisis plan describes the specific behaviors and circumstances in which restraint and seclusion may be used as a response to imminent danger of serious physical harm to self or others.

The following applies to the use of physical restraint or seclusion:

1. Staff members will take reasonable efforts to prevent the need for the use of physical restraint or seclusion by implementing positive behavioral interventions and supports.

2. Staff members will only use physical restraint or seclusion in situations where (1) the student’s behavior poses imminent danger of serious bodily harm to self or others, and (2) efforts at de-escalation or interventions are ineffective.

3. Staff members will utilize the least restrictive technique necessary to end the threat of imminent danger of serious bodily harm.

4. Any behavioral intervention used by staff members must be consistent with the child’s rights to dignity and to be free from abuse.

5. Staff members will carefully and continuously visually monitor the student when physical restraint or seclusion is used to ensure the appropriateness of its use and the safety of the student and others.

6. Staff members will immediately terminate the use of physical restraint or seclusion as soon as it is determined the student is no longer in imminent danger of serious bodily harm to self or others, or if the student is observed to be in severe distress.

7. Staff members will document in writing each incident requiring physical restraint or incident immediately and no later than 24 hours after the event.

8. All staff members directly assigned to students or classrooms who demonstrate aggressive or dangerous behaviors will receive training in crisis management, de-escalation techniques, classroom behavior management, functional behavior assessment, behavior intervention planning, and when appropriate, the safe use of physical restraint and seclusion. Only trained personnel will employ these interventions whenever possible.

9. Staff members will review and revise behavioral strategies as appropriate to address the underlying cause of the dangerous behavior and to prevent the repeated use of physical restraint or seclusion for managing the dangerous behavior.

10. Parents will be notified verbally regarding physical restraint or seclusion as soon as possible and no later than 24 hours following the restraint or seclusion. (See “Notice to Parent/Guardian” section).

### **NOTICE TO ADMINISTRATOR**

Staff members must notify the building principal and, if appropriate, special education director, immediately when a student is physically restrained or placed in seclusion.

### **OBSERVATION OF STUDENT**

Seclusion will not be used unless a staff member can continuously monitor the student for visual and auditory signs of physiological distress and can communicate with the student. A staff member will maintain continuous, direct visual and auditory contact with the student throughout the duration of any physical restraint or seclusion to ensure the appropriateness of its use and the safety of the student and others.

Students will be permitted to use the restroom upon request and will be escorted to and from the restroom. Students will also be provided with water on request. Students will not be denied access to meals. If the student’s level of escalation prevents the student from participating in planned mealtimes, the student will be permitted access to meals immediately as soon as the risk of serious physical danger to self or others has passed. See Time and Duration section below for information on allowable length of seclusion.

Monitoring will be conducted by a staff member who has received the required training to ensure the safety of the student and that procedures are appropriately implemented and documented.

### **SECLUSION AREA**

If seclusion is to be employed by the district, each school building must designate a clean and safe seclusion area intended for confining a student without causing or allowing the student to harm him- or herself or others. The seclusion area will be of reasonable size; adequately lighted, ventilated, and heated/cooled; free from any objects or potential hazards that unreasonably expose the student or others to harm; permit direct, continuous visual and auditory monitoring of the student; must not be locked; and must comply with state and federal fire safety requirements. A push lock may be used with consistent monitoring but may not prevent the student from exiting the area should an emergency arise.

A staff member will visually inspect the seclusion area before and after each use to determine whether the area is clean and safe and address any concerns by cleaning the area and/or reporting the concerns to maintenance staff.

### **TIME AND DURATION**

Physical restraint and seclusion will not be used any longer than necessary to allow a student to regain control of his/her behavior and may not exceed thirty (30) minutes.

If an emergency seclusion lasts longer than thirty (30) minutes, the following are required: additional support (e.g., change of staff, introducing a nurse or specialist, or obtaining additional expertise) and documentation to explain the extension beyond the time limit.

### **REINTEGRATION INTO THE CLASSROOM**

Staff members will follow the steps outlined in the student’s Crisis Plan to determine when the student is ready to be reintegrated into the classroom or activities. If no Crisis Plan is in place, staff members (at least two staff members) may make an independent judgment about when the student is ready to rejoin classmates or other activities. Reintegration may occur quickly, or may be very gradual, but will depend on the circumstances and the emotional state and readiness of the student to return to the normal situation.

### **INCIDENT REPORTING**

Immediately after the student has restored emotional and behavioral control following the use of physical restraint or seclusion, a staff member not involved with the incident will visually examine the student to ascertain if any injury has been sustained during the physical restraint or seclusion.

The staff member(s) involved with the incident will complete a written incident report immediately and no later than 24 hours after the event. The building principal or designee will place a copy of the report in the student’s education file.

Each staff member involved in an incident will engage in a debriefing session within two (2) days of the incident to determine what could have been done to prevent the need for the use of physical restraint or seclusion for this student specifically and for other students in similar situations.

### **Incident Report Requirements**

The following information will be included in the incident report created after each instance of physical restraint or the use of seclusion:

1. Information about the student (i.e., name, grade, etc.).
2. If the student has a disability (IDEA or Section 504), and the type of disability.
3. The date and start and end times of the restraint or seclusion.
4. The location of the incident.
5. A description of the incident.
6. Possible events that triggered the dangerous behavior that led to restraint or seclusion.
7. Prevention, redirection, or pre-correction strategies that were used during the incident.
8. A description of the dangerous behavior that resulted in the implementation of physical restraint or seclusion.

9. A description of the restraint or seclusion strategies that were used during the incident and a log of the student's behavior during physical restraint or seclusion.
10. A description of any injuries or physical damage that occurred during the incident.
11. How the student was monitored during and after the incident.
12. A description of behaviors displayed demonstrating the student's ability to return to the educational environment.
13. The staff member(s) who participated in the implementation, monitoring, and supervision of physical restraint or seclusion and whether the person(s) had training related to restraint or seclusion.
14. The extent to which the staff member(s) adhered to state and district procedural implementation guidelines.
15. The follow-up that will occur to review or develop the student's positive behavioral interventions and supports in order to avoid the use of restraint or seclusion in the future.
16. The date and time the parent/guardian was notified.

17.

### **FREQUENT USE OF RESTRAINT OR SECLUSION**

Schools must follow these procedures in cases where a student is placed in physical restraint or seclusion four (4) or more times in 20 school days.

In cases where such a student requires, may require, or is being evaluated for special education services or a 504 plan, the student's planning and placement team must meet to (1) conduct or revise the student's functional behavioral assessment and (2) create or revise any applicable behavioral intervention plan, including the student's IEP or 504.

For all other students, a school administrator, at least one of the student's teachers, the student's parent, or guardian, and, if any, a mental health professional must meet to (1) conduct or revise the student's behavioral assessment, (2) create or revise any applicable behavioral intervention plan, and (3) determine if the student may require special education services.

### **NOTICE TO PARENT/GUARDIAN**

The building principal or designee will verbally notify the parent/guardian of a student requiring physical restraint or seclusion as soon as possible and no later than 24 hours following the incident.

Verbal notice will include a brief summary of the incident and contact information for the staff member who will provide additional information. The delivery of the notice will be documented by the district.

Verbal notice will be provided via telephone or in person. In the event a staff member is unable to speak directly to the parent via telephone, a message will be left on the individual's voicemail, if

available. If unable to reach the parent via telephone or leave a message on voicemail, the staff member will send an e-mail to the parent, if the e-mail address is known.

Parents/guardians will receive written, annual notice about the district's policies and procedures for restraint and seclusion. Parents/guardians will be notified within thirty (30) days of any changes to such policies and procedures.

All student handbooks in our schools will contain a statement regarding the use of restraint and seclusion consistent with this policy and outline reporting procedures.

### **CRISIS INTERVENTION TRAINING**

The district will provide all staff directly assigned to students or classrooms with annual professional development training regarding positive behavior supports, de-escalation techniques, and classroom behavior management. This training will be recurrent and will be provided to new staff during orientation.

All staff directly serving students or classrooms with students who demonstrate aggressive or dangerous behaviors will receive annual professional development training in crisis management, de-escalation techniques, the correct use of restraints and seclusion when required, and the implementation of functional behavior assessment, behavior intervention plans, and crisis plans. This training will be recurrent and will be provided to new staff during orientation.

Restraint and seclusion techniques will only be utilized by a person who has been trained in crisis intervention. Untrained staff should request assistance from trained staff as soon as possible.

### **MONITORING AND REPORTING**

The superintendent or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy in the district. The superintendent or designee will comply with all state and federal requirements for reporting incidents of physical restraint or seclusion.

The building principal or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy within the school.

### **ANNUAL POLICY REVIEW**

The district will, not less than annually, review this policy and related procedures to determine the efficacy of the policy and procedures; whether modification of the policy or procedures is necessary; and whether selected school staff should receive additional training on positive behavior intervention and supports, or the proper use of restraint, seclusion, and other aversive techniques. The review must include a review of the documentation and reporting of incidents involving physical restraint and seclusion.

In conducting this annual review, the district shall also review the reports of all events of seclusion or restraint that occurred with the district's students in the past school year. This review will include an analysis as to whether or not the district's personnel are following the terms of this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be strengthened.

Annually, the superintendent designee shall submit to the Board a report containing all the following disaggregated data:

- a. The total number of incidents of seclusion during the previous school year.
- b. The total number of students (i.e. students with and without disabilities) who were involved in incidents of seclusion during the previous school year;
- c. The number of students with disabilities who were involved in incidents of seclusion during the previous school year;
- d. The number of incidents of physical restraint during the previous school year;
- e. The total number of students (i.e. students with and without disabilities) who were involved in incidents of physical restraint during the previous school year; and

The number of students with disabilities who were involved in incidents of physical restraint during the previous school year.

### **Conduct of Employees Directed Toward Students**

~~The use of any form of restraint or seclusion as defined in this policy toward or directed at any student, by appropriately trained District personnel is prohibited. The only exceptions would be in circumstances in which a student’s conduct creates a reasonable belief in the perspective of a District employee/service provider, that the conduct of the student has placed the student, the employee/service provider or any other individual in imminent danger of serious bodily harm where proportional restraint or seclusion of a student is necessary.~~

~~The employee or any witness to this event shall immediately seek out the assistance of the school’s administration and if such administrator is not available a certificated or classified employee with special training in seclusion and restraint. Upon the arrival of such individual, the administrator or if no administrator is available, the most senior trained individual on seclusion or restraint shall take control over the situation.~~

~~Seclusion and/or restraint of a student shall immediately be terminated when it is decided that~~

- ~~1. the student is no longer an immediate danger to him/herself or to any other person(s);~~
- ~~2. the student is exhibiting extreme distress (severe escalation of behavior or physical concerns);~~
- ~~3. appropriate administrative personnel have taken possession of the child;~~
- ~~4. the parent/legal guardian of the child has retaken possession of the child.~~

~~Regardless of employee training status, no District personnel shall use any form of aversive technique (see definition in this policy) against any school student.~~

### **Training of School Personnel**

~~As part of the training and preparation of each certificated administrator, certificated teacher and in-building classified employees that work with students with special needs and behaviors in the District, the following trainings shall occur:~~

- ~~1. Identification of situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and/or restraint, safe physical escort, de-escalation of student crisis situations and positive behavioral intervention techniques and supports.~~
- ~~2. Crisis/conflict management and emergency situations which may occur in the school setting, including examples and demonstrations of proper activities, techniques, and trainers observing employee use of proper activities and techniques in the training setting.~~
- ~~3. Techniques to limit the possibility of injury to the student, the employee and any other third party in the area.~~
- ~~4. Information as to the school's student seclusion areas in each respective school building to which the employee is assigned.~~
- ~~5. Training in CPR and basic first aid.~~
- ~~6. Provision of the employee with a copy of this policy.~~

~~It is a goal that all new employees that work with students with special needs and behaviors are trained in the area of student restraint and seclusion during their first week of employment. However, this may not be able to occur due to realities of the operation of a school district. If an employee has not yet undergone training and a situation necessitating student restraint or seclusion occurs, and another properly trained employee of the District is present at the event, the properly trained employee shall take the lead in addressing the student crisis.~~

### **Designated Locations**

~~Each school building for which students are present must have a building designated location for student seclusion. It is the responsibility of the building's principal, or designee of the principal, to assure that the building's designated seclusion location is a safe and clean location and that such location has appropriate supervision when any student has been placed into seclusion pursuant to this policy.~~

~~Appropriate supervision shall include at least one adult in the seclusion location which has continuous visual observation of the secluded student.~~

### **Definitions**

~~For the purposes of this policy, the following definitions shall apply:~~

~~*Restraint*—the immobilization or reduction of a student's freedom of movement for the purpose of preventing harm to self or others through: chemical, manual method, physical or mechanical device, material or equipment. Restraint is not to be used as a form of punishment and is not to be confused with corporal punishment. According to Policy # 340.50 Corporal punishment shall not be used as a form of punishment of any student in the District. Corporal punishment shall be defined as the use of physical contact inflicted by a school employee upon the body of a student for purposes of punishment.~~

*Seclusion*—involuntary confinement in a room or other space during which a student is prevented from leaving or reasonably believing that he/she can leave or be prevented from leaving through: manually, mechanically or electronically locked doors that when closed cannot be opened from the inside; blocking or other physical interference by staff; or coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion.

*Aversive Technique*—physical, emotional or mental distress as a method of redirecting or controlling behavior. Again, District personnel shall not use any form of aversive technique against any school student.

**Annual Review**

On an annual basis, the Superintendent or designee shall review this policy and make a determination as to whether or not any modifications or amendments to this policy are necessary and/or should be proposed to the District's Board.

In conducting this annual review, such individual shall also review the reports of all events of seclusion and/or restraint that occurred with the District's students in the past school year. This review will include an analysis as to whether or not the District's personnel are following the terms of this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be strengthened.



**LEGAL REFERENCE:**

**ADOPTED: September 19, 2011; December 11, 2017**

**AMENDED/REVISED:**

## **Suicide**

While the District has a responsibility to notify a student's parent/guardian regarding any known changes in the student's mental, physical, or emotional health or well-being, neither a school district nor a teacher has a duty to warn of the suicidal tendencies of a student absent the teacher's or school district's knowledge of direct evidence of such suicidal tendencies. The Board directs the Superintendent or their designee to draft and implement procedures relating to:

1. Suicide prevention;
2. Suicide intervention; and
3. Suicide postvention.

"Postvention" shall mean counseling or other social care given to students after another student's suicide or attempted suicide.

These procedures may include, but are not limited to, the following measures:

1. Prevention:
  - A. Offering and providing help and assistance, including early identification;
  - B. Support and/or counseling by school support personnel for low-risk students;
  - C. Referral to appropriate sources outside the school for high and moderate-risk students;
  - D. The designation of a District-level and school level suicide prevention coordinator(s) by the Superintendent to be responsible for planning and coordinating the implementation of procedures addressing suicide.
  - E. Encouraging staff to report to the coordinator students they believe may be at elevated risk of suicide.
  - F. Education of students on suicide prevention through age-appropriate curriculum.
  - G. Small group suicide prevention programming.
  - H. Offering resources to parents/guardians on suicide prevention.
2. Intervention:
  - A. Contacting the parents/guardians of students identified as at imminent risk of suicide.
  - B. Contacting emergency services to assist a student who is at imminent risk of suicide.
  - C. Providing first aid until emergency personnel arrive, as appropriate.
  - D. Moving other students away from the immediate area of any suicide attempt on District property or at a District event.

### 3. Postvention:

- A. After care support by the school for faculty, staff, and students after a sudden death has occurred.
- B. The development of a plan for responding to a death by suicide that has a significant impact on the school community.
- C. Notification of the suicide prevention coordinator, if applicable.
- D. The creation of a crisis team to respond to deaths by suicide that have a significant impact on the school community.
- E. Contacting the State Department of Education to report any student deaths by suicide and to seek postvention assistance and/or resources.
- F. Offering mental health services to students likely to be strongly affected by a recent death.
- G. Appointing a spokesperson to handle inquiries related to issues involving suicide in the District.

Following notification of District staff of a suicide attempt by a student or following the identification of a student as being at imminent risk of suicide, the building principal may require a note from the student's doctor or counselor stating that it is the doctor or counselor's opinion that the student is ready to return to school. The student and their parent/guardian may meet with the school counselor to create a plan for the student's return to school, including any appropriate accommodations needed by the student.

District personnel shall attend to the rights of the student and their family.

The District shall comply with all requirements of State law and administrative rules for training by personnel on suicide prevention and awareness. This includes providing annual professional development to staff involved in preventing, intervening, and responding to suicide on:

1. School philosophy regarding school climate and the promotion of protective factors;
2. Data on suicide for the region or state, or both;
3. Risk and protective factors for students;
4. Suicide myths and facts;
5. How to develop community partnerships related to suicide prevention;
6. How to utilize safe and appropriate language and messaging when addressing students;
7. Warning signs of suicide ideation for students;
8. Local and school-based protocols for aiding a suicidal individual;
9. Local protocols for seeking help for self and students;
10. Identification of appropriate mental health services and community resources for referring students and their families;
11. Information about state statutes on responsibility, liability, and duty to warn;
12. Confidentiality issues;
13. The need to ask others directly if they are suicidal; and
14. Evidence-based protocol for responding to a student or staff suicide.

Legal References:	IC § 33-136	Suicide Prevention in Schools
	IC § 33-512B	District Trustees — Suicidal Tendencies — Duty to Warn
	IC § 33-6001	Parental Rights
	IDAPA 08.02.02.112	Suicide Prevention in Schools
	IDAPA 08.02.03.160	Safe Environment and Discipline



**ADOPTED: August 17, 2015**

**RATIFIED:**

**AMENDED/REVISED: October 21, 2019**

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

Neither the District nor a teacher has a duty to warn of the suicidal tendencies of a student absent the teacher's or District's knowledge of direct evidence of such suicidal tendencies.

**The District:**

1. recognizes that physical, behavioral and emotional health is an integral component of a student's educational outcomes,
2. has a responsibility to take a proactive approach in preventing deaths by suicide, and
3. acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

**Definitions:**

1. **At-risk**: a student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thoughts about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. **Crisis team**: a multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. Crisis team members often include someone from the administrative leadership, school psychologist, school counselors, social workers, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
3. **Mental health**: a state of mental, emotional and cognitive health that can impact perceptions, choices and actions that affect wellness and functioning. Mental health problems include mental health conditions such as depression, anxiety disorders, PTSD, and substance use disorders. Mental health can be impacted by the physical health, genes, the home and social environment, and early childhood adversity or trauma.
4. **Postvention**: suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and

disseminate factual information after the suicide death of a member of the school community.

5. **Risk assessment:** an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. **Risk factors for suicide:** characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment. Risk is highest when several risk factors are present and when the individual has access to lethal means.
7. **Self-harm:** behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. **Suicide:** death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide attempt:** a self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
10. **Suicidal behavior:** suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. **Suicide contagion:** the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. **Suicidal ideation:** thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

#### Scope:

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out of school events where school staff are present.

**Prevention:**

This policy is meant to be paired with other policies supporting the emotional and behavioral health of students.

The Board directs the Superintendent or his or her designee to draft and implement procedures relating to:

1. Suicide prevention;
2. Suicide intervention; and
3. Suicide postvention.



**LEGAL REFERENCE: Idaho Code 33-512; IDAPA 08.02.03.160**

**ADOPTED: August 17, 2015**

**RATIFIED:**

**AMENDED/REVISED: October 21, 2019**

This procedure will assist District staff in preventing suicide in the District.

**District Policy Implementation:**

A district level suicide prevention coordinator shall be designated by the Superintendent. Secondary school counselors will serve as school level suicide prevention coordinators unless an alternate is provided by the Principal. Elementary Principals, or their designee, shall also serve as school level suicide prevention coordinators. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school district. Any teacher with direct evidence of a student's suicidal tendencies shall report this knowledge to their building level suicide prevention coordinator. If any staff member believes a student is at elevated risk; they are encouraged to report this belief to the district suicide coordinator. District personnel shall at all times attend to the rights of the student and his or her family

**Staff Professional Development:**

All staff/staff who work closely with students will receive professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities, suicide prevention, intervention and postvention. Such training shall be provided annually/within the employee's first year of employment. Additional professional development in risk assessment and crisis intervention may be provided to school employed mental health professionals and school nurses. The District shall comply with all requirements of State law and administrative rules for training by personnel on suicide prevention and awareness.

**Youth Suicide Prevention Programing:**

Developmentally-appropriate, student-centered education materials on suicide prevention will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials may include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

**Publication and Distribution**

A summary of this policy will be distributed annually and be included in all student and teacher handbooks and on the school website. The District will also make this summary and additional resources available to parents/guardians on suicide prevention.



**LEGAL REFERENCE:** Idaho Code 33-512; IDAPA 08.02.03.160

**ADOPTED:** October 21, 2019

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**LEGAL REFERENCE:** Idaho Code 33-512; IDAPA 08.02.03.160

**ADOPTED:** October 21, 2019

**AMENDED/REVISED:**

District staff shall follow the following procedure when it comes to the attention of administrators that there is at risk of suicide in the District.

### **Assessment and Referral**

When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school staff member will accompany and observe the student until a mental health professional can be brought in or emergency services are engaged. For youth at risk:

1. School staff will continuously supervise the student to ensure their safety until their care is transferred to parents/guardians or emergency services. In situations where the student is deemed to be at high risk of suicide, the student should not be left alone.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling the Idaho Suicide Prevention Hotline (1-208-398-4357), emergency services, bringing the student to the local Emergency Department or setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

### **In-School Suicide Attempts**

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student and attempt to ensure their safety, provided doing so does not threaten the safety of the staff member or others.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or principal will contact the

student's parent or guardian, as described in the Parental Notification and Involvement section.

6. Staff will immediately notify the principal or school suicide prevention coordinator regarding in- school suicide attempts.
7. The school may engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

### **Re-entry Procedure**

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns, including academic or social issues.
4. The administration will disclose to the student's teachers and other relevant staff (without sharing specific details of mental health struggles) that the student is returning after hospitalization/medical treatment and may need adjusted deadlines for assignments. The school employed mental health professional will also be available to teachers to discuss any concerns they have regarding the student after re-entry.
5. The school employed mental health professional will check in with the student and their parents every week either on the phone or in person for three months following re-entry to ensure the student and their parents are supported in the transition.

### **Out of School Suicide Attempts:**

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of- school location, the staff member will make reasonable efforts to:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and principal. If the student contacts

the staff member and expresses suicidal ideation, the staff member shall make a reasonable effort to maintain contact with the student (either in person, online, or on the phone). The staff member can then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

**Parental Notification and Involvement**

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. The principal or suicide prevention coordinator should provide a list of outside mental health resources to the parents or guardians to support their child. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," i.e., limiting the child's access to mechanisms for carrying out a suicide attempt. Means restriction counseling should include discussing the student's access to firearms, weapons, prescription and other drugs.

Through discussion with the student, the principal or school employed/contracted mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate while identifying appropriate resources for the student such as law enforcement or child protective services. If contact is delayed, the reasons for the delay shall be documented.

District personnel shall at all times attend to the rights of the student and his or her family.



**LEGAL REFERENCE: Idaho Code 33-512; IDAPA 08.02.03.160**

**ADOPTED: October 21, 2019**

**AMENDED/REVISED:**

The District shall follow this procedure when a death by suicide occurs in the District.

### **Development and Implementation of an Action Plan**

The District Crisis Team will develop an action plan to guide school response following a death by suicide that has a significant impact on the school community. Ideally, this plan should be developed long before it is needed. A meeting of the crisis team to implement the action plan will take place immediately following news of the suicide death. If the death has not yet been confirmed to be a suicide, the team should still meet while this is being confirmed. (See *After a Suicide: A Toolkit for Schools*).

### **Postvention Action Plan**

The following steps will be taken following a death by suicide in the District:

1. *Verify the death.* Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but may, at an appropriate time, discuss suicide prevention with students.
2. *Alert the State Department of Education (SDE).* Alert the Director of Student Engagement, Career & Technical Readiness about the death (208-332-6961). The SDE tracks student suicides throughout the state and can leverage resources (counselors, guidance, scripts) as well as asserting flexibility around SDE program monitoring activity, SDE trainings and other SDE reporting requirements so school staff can focus on student/staff grieving.
3. *Assess the situation.* The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for, or scale, of postvention activities may be reduced.
4. *Share information.* Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (**without providing details of the suicide method**), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. The use of public address system announcements and school-

wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

5. *Avoid suicide contagion.* It shall be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
6. *Initiate support services.* Students identified as being more likely to be affected by the death will be assessed by a mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. School administration will monitor crisis team members for signs of 'compassion fatigue' and provide additional supports for staff as needed.
7. *Develop memorial plans.* The school will avoid creating on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. Avoid canceling school for the funeral. Any school based gatherings should not memorialize the student but rather focus on how to prevent future suicides, prevention resources available and healthy coping mechanisms.

### **External Communication**

The Superintendent will be the sole media spokesperson, unless the school principal is designated by the Superintendent. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

1. Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
2. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
3. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson can encourage reporters to follow safe messaging guidelines (e.g. not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of

suicide, and not to use the phrase "suicide epidemic") - as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available including the Idaho Suicide Prevention Hotline number.

District personnel shall at all times attend to the rights of the student and his or her family



**LEGAL REFERENCE: Idaho Code 33-512; IDAPA 08.02.03.160**

**ADOPTED: October 21, 2019**

**AMENDED/REVISED:**

Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), requires the District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include student surveys, analyses, or evaluations that concern one or more of the following areas:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sexuality, including but not limited to sex behavior or attitudes;
4. The student’s sex;
5. Illegal, anti-social, self-incriminating, or demeaning behavior;
6. Critical appraisals of others with whom respondents have close family relationships;
7. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
8. Religion, including but not limited to religious practices, affiliations, or beliefs of the student or parents;
9. Individual or family financial information, including but not limited to income;
10. Personal family information.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the administrator/designee of your school. The administrator/designee will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I \_\_\_\_\_ (parent/guardian’s name) give my consent for \_\_\_\_\_ (child’s name) to take \_\_\_\_\_ (survey name) on or about \_\_\_\_\_ (date).

Parent’s signature: \_\_\_\_\_

Please return this form no later than \_\_\_\_\_ (date) to the administrator/designee.

Parent/Guardian Notification of Changes in Health and Well-being

District staff shall notify the building principal or designee of any significant known change in a student's mental, emotional, or physical health or well-being (unless parent abuse is suspected) using Form 383.00F. For the purposes of this policy:

1. Mental health shall mean the state of health of somebody's mind;
2. Emotional health shall mean a person's ability to cope with and be aware of their own emotions, both positive and negative;
3. Physical health shall mean the condition of a person's body and the extent to which it is free from illness or is able to resist illness; and
4. Well-being shall mean a person's sense of feeling healthy and happy.

The building principal or designee shall notify the student's parent/guardian regarding this change and document their attempts to do so using Form 383.00F.

District staff shall encourage students to discuss issues related to the student's well-being with the student's parent/guardian. At the request of the student or parent/guardian the building principal or designee or their designee shall attempt to facilitate discussion of the student's wellbeing between the student and the parent/guardian.

ADOPTED:

AMENDED:

Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being

Staff Member Reporting Change in Student Health or Well-being

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date you noticed this change in health or wellbeing: \_\_\_\_\_

Please explain this change and how you learned about it:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Staff Member Notifying Parent/Guardian of Change in Student Health or Well-being

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date Form Was Received: \_\_\_\_\_

Please document the efforts made to contact the parent/guardian below:

<u>Date</u>	<u>Time</u>	<u>Person You Tried to Contact</u>	<u>Mode of Communication</u>	<u>Successfully Contacted?</u>

Please describe what you told them.

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Please indicate whether you took the following steps:

Yes / No Encouraged the student to discuss issues related to the student's well-being with their parent/guardian

Yes / No Encouraged the parent/guardian to discuss issues related to the student's well-being with the student

Yes / No Offered to facilitate a discussion of the student's wellbeing between the student and the parent/guardian

~~It is the policy of the Board of Trustees of Minidoka County Joint District No. 331 that patrons and other interested parties are welcome and encouraged to volunteer to serve in schools and to visit the schools and administrative offices within the district.~~

Provisions:

~~Visitors, individuals and groups shall by way of courtesy and necessity observe the following:~~

- ~~1. All schools shall have posted on entryways a sign stating that all visitors shall report to the office.~~
- ~~2. All visitors shall report to the respective building's main office when entering any school facility.~~
- ~~3. Large groups should make advance arrangements and secure the approval of the respective principal or designee.~~
- ~~4. Parent visits during class time shall be arranged in advance with the principal or designee.~~
5. Parents are not allowed to be on the playground with their children without express permission from the principal or designee.

~~Each school is required to maintain a log to record all visitations from individuals and groups other than the school's building personnel. This includes, but is not limited to, District staff from other sites, all visitors, all salespersons and business representatives, volunteers and any other non-building staff personnel, including Board members and emergency/law enforcement personnel. Non-site personnel will be required to check each visit. The log will indicate dates and times. The building principal is responsible for maintenance of the visitor log.~~

While the District encourages visits by Trustees, parents, and citizens to all District buildings, all visitors are required to report to the administration or principal's office upon entering any District building.

All building administrators shall ensure that prominent notices are posted at each entrance requiring that all visitors first report to the administrative office. This includes all parents, Trustees, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, salespersons, representatives of the news media, former students, and any other visitors.

An ~~Visits to~~ individual who wishes to visit a classrooms during instructional time may only do so ~~shall be permitted only~~ with prior approval from the building principal~~s~~ and classroom teacher.~~s approval and s~~ Parents/guardians of District students shall have reasonable access to observe all school activities during school hours in which the child is enrolled, provided they have received prior permission. Parents/guardians who are otherwise legally prohibited from such access shall not be granted this permission. Such visits shall not be permitted if their

occurrence, duration, ~~or~~ frequency, or conduct on campus interferes with the delivery of instruction or disrupts the normal school environment.

Nothing in this section shall prevent a reasonable denial of entry due to emergency or safety drills, situations outlined in school safety plans, an emergency lockdown, periods of statewide testing, school officials' enforcement of the provisions of section IC 33-512, or other specific situations listed in District policy or building rules.

Conferences should be held outside school hours or during the teacher's conference or prep time.

### Conduct on School Property

The District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, a Trustee, sports official or coach, or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface District property;
4. Violate any Idaho law, or town or county ordinance;
5. Smoke or otherwise use tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons except in accordance with Policy 3330;
7. Impede, delay, disrupt, or otherwise interfere with any school activity or function, including using cellular phones in a disruptive manner;
8. Make an audio or video recording in the classroom without prior approval of the building principal and classroom teacher;
9. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the School Board;
10. Operate a motor vehicle:
  - A. In a risky manner;
  - B. In excess of 20 miles per hour; or
  - C. In violation of an authorized District employee's directive;
11. Engage in any risky behavior, including rollerblading, roller skating, or skateboarding; or
12. Violate other District policies or regulations, or an authorized District employee's directive.
13. Parents are not allowed to be on the playground with their children without express permission from the principal or designee.

### Enforcement ~~Loitering/Unauthorized Persons~~

The principal has authority to request assistance from law enforcement if any visitor or unauthorized individual refuses to leave school grounds or creates a disturbance. Violation of District policy may lead to removal from the building or grounds and denial of further access to District buildings or grounds.

Anyone observing a person violating this policy shall immediately notify the building principal or designee. ~~Employees shall report to the principal any person loitering on or near a school building or school grounds. The principal or designee may request such unauthorized individual~~ direct the person to leave or remove them ~~him or her~~ from the school premises or area. If the individual does not leave voluntarily or resists removal, law enforcement shall be notified and requested to assist in the removal. The principal or designee shall notify the Superintendent's office immediately if such a situation develops.

Unauthorized persons loitering in or about any school building, or on school grounds shall be asked to leave the premises. Any such person failing to leave the premises shall be considered to be in probable violation of disorderly conduct or trespassing statutes. Law enforcement shall be notified and requested to remove the individual from the building or grounds.



**LEGAL REFERENCE:**

**ADOPTED: Original Adoption Date Unknown**

**RATIFIED: August 21, 2006**

**AMENDED/REVISED: December 16, 2019**

**CROSS REFERENCE: Policy 428.00 Sex Offenders**