

Agenda of Special School Board Meeting

The Board of Trustees Lakeland Joint School District No. 272

A Special School Board Meeting of the Board of Trustees of Lakeland Joint School District No. 272 will be held Tuesday, May 17, 2016, beginning at 5:00 PM in the Administrative Offices, 15506 N. WASHINGTON ST., RATHDRUM, ID 83858.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

- A. **Call to Order 5:00 p.m.**
- B. **Welcome Visitors/ Pledge of Allegiance 5:00 p.m.**
- C. **Approve Agenda**
- D. **Executive Session per Idaho Code 74-206 (1) (b)**
 - 1. Hearing-Student 2016-J-5:00 p.m.
 - 2. Personnel
 - 3. Student Issue
 - 4. Hearing-Student 2016-I-5:40 p.m.
- E. **Zone 1 Trustee Vacancy Interviews**
 - 1. Interviews 2
 - 2. Board vote for Trustee 1 vacancy appointment and declaration of appointment
- F. **Budget Workshop** 4
- G. **Action Items**
 - 1. Approve/deny to expel Student 2016-H
 - 2. Approve/deny to expel Student 2016-J
 - 3. Approve/deny to declare Student 2016-I a Habitual Truant
 - 4. Approve/deny Policy #3345 Use of Restraint, Seclusion and Aversive Techniques for Students (wave first read) 9
 - 5. Approve/deny Timberlake High School's request to use District Football Equipment while participating in the Eastern Washington Football Camp June 22- June 24, 2016 23
 - 6. Approve/deny Administration's recommendation for District Teacher of the Year
 - 7. Approve/deny Administration's recommendation for new hires
 - 8. Approve/deny Resignations/Retirements/Leaves

Board of Trustee Candidate Interview Questions
Interviewers' Copy

Candidate Name _____ Interviewer _____

- 1.) Why do you want to be a school board member and what are the strongest character traits and skills you feel will support the board?
- 2.) What do you perceive as the proper role of a board member in their relationship with staff, administration, and the public?
- 3.) What do you see as the basic purpose of public schools?
- 4.) Given a controversial issue, how would you approach this issue and make your decision? Would you decide differently if you find your position is contrary to that of your constituents?
- 5.) Describe your personal experience and involvement with the public schools in the past five years that qualifies you as a school board member?
- 6.) What long-range plan would you want to implement for the school district?
- 7.) What will you do to become effective as a board member?
- 8.) Do you have any specific changes you want to make in school district policies, programs or the various school curricula being offered? If so, what changes do you want to make and why?
- 9.) What is your view of the respective roles of the board, the superintendent, and teachers in the development and selection of classroom curricula, textbooks, etc.?
- 10.) Describe your experience and/or understanding of school district revenue sources and expenditures.
- 11.) What is your opinion of the current school district policies towards students with special needs, i.e., mainstreaming behavioral problem students, English as a second language, breakfast programs, students who face the problems of poverty, family problems, etc.?
- 12.) You are out in public and you are approached by an angry parent regarding a student/school/employee issue. How would you handle that parent?

THE BOARD OF TRUSTEES

Taking Office

At the time of nomination and election or appointment, each trustee shall be a school district elector of the district and a resident of the trustee zone from which nominated and elected, or appointed.

Each trustee shall qualify for and assume office on the next July 1 following his or her election, or, if appointed, at the regular meeting of the board of trustees next following such appointment.

An oath of office shall be administered to each trustee, whether elected, re-elected or appointed. The oath may be administered by the clerk, or by a trustee of the district. The records of the district shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the district.

Legal Reference: I.C. § 33-501 Board of Trustees

Policy History:

Adopted on: August 13, 2007

Revised on: October 14, 2013

Lakeland Joint School District

Budget Workshop School Year 2016-2017

Tuesday, May 17, 2016

Index	
Page	Document
2	Revenue Summary - General Fund
3	State Revenue Projections
4	Salary Based Apportionment (SBA) detail
5	Expense Budget information

**BUDGET
REVENUES**
July 1, 2016 - June 30, 2017

NOTE: Round each entry to the nearest dollar amount.

Line	Code	REVENUES Item	Prior Year Budget	Proposed		Line	Code	REVENUES Item	Prior Year Budget	Proposed	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance, July 1			\$0.00	40	429000	Other County			
2						41	420000	TOTAL COUNTY	0.00	*****	0
3	411100	Taxes - General M & O	0			42					
4	411200	Taxes - Supplemental	4,795,000	5,300,000		43	431100	Base Support Program	16,606,552	17,382,913	
5	411300	Taxes - Emergency	20,000	20,000		44	431200	Transportation Support	1,150,000	1,100,000	
6	411400	Taxes - Tort	50,000	50,000		45	431400	Exceptional Child/SED Support			
7	411500	Taxes - Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes - Tuition				47	431600	Tuition Equivalency	52,500		
9	411700	Taxes - Migrant				48	431800	Benefit Apportionment	2,575,000	2,289,095	
10	411900	Taxes - Other				49	431900	Other State Support	679,390	1,394,051	
11	412100	Taxes - Plant Facility				50	432100	Driver Education Program			
12	412500	Taxes - Bond & Interest				51	432400	Professional Technical Program			
13		TOTAL TAXES	4,865,000	*****	5,370,000	52	437000	Lottery/Additional State Maintenance	247,000	248,000	
14	413000	Penalty: Delinquent Taxes	67,300	69,000		53	438000	Revenue in Lieu of/Tax Replacement	85,000	63,977	
15						54	439000	Other State Revenue			
16	414100	Tuition From Individuals				55	430000	TOTAL STATE	21,395,442.00	*****	22,478,036
17	414200	Tuition From Districts in Idaho				56					
18	414300	Tuition From Out of State Districts				57					
19						58	442000	Indirect Unrestricted Federal	135,000		
20	415000	Earnings on Investments	35,000	5,000		59	443000	Direct Restricted Federal			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA - Innovative Practices Program			
23	416200	Meal Sales: Non-reimbur.				62	445300	Perkins III - Vocational Technical Act			
24	416900	Other Food Sales				63	445400	Adult Education			
25						64	445500	Child Nutrition Reimbursement			
26	417100	Admissions/Activities				65	445600	IDEA Part B (School Age & Preschool)			
27	417200	Bookstore Sales				66	445900	Other Indirect Federal Programs			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges				68	440000	TOTAL FEDERAL	135,000.00	*****	0
30	417900	Other Student Revenues				69					
31						70	451000	Proceeds: Bonds, Capital Leases, et. al.			
32	418100	Community Service	500	500		71	453000	Sale of Fixed Assets			
33						72	450000	TOTAL OTHER	0	*****	0
34	419100	Rentals				73					
35	419200	Contributions/Donations				74		TOTAL REVENUES	26,678,742	*****	27,963,236
36	419300	Transportation Fees				75					
37	419900	Other Local	180,500	40,700		76	460000	TRANSFERS IN			0
38		TOTAL OTHER LOCAL	283,300	*****	115,200	77					
39	410000	TOTAL LOCAL (Line 13 + 38)	5,148,300	*****	5,485,200		400000	TOTAL BALANCE + REVENUES + TRANSFERS (Lines 1 + 74 + 76)	26,678,742	*****	27,963,236

FOUNDATION PROGRAM CALCULATION

15-Feb-16

1. SUPPORT UNITS

2. ENTITLEMENT @ \$23,868.00 per unit

3. SALARY APPORTIONMENT

4. BENEFIT APPORTIONMENT

5. BORDER CONTRACTS

6. EXCEPTIONAL CONTRACTS, TUITION EQUIVALENCY, SED

7. TRANSPORTATION

8. ADJUSTMENTS

9. TOTAL SUPPORT (lines 2 through 8)

18. OTHER STATE SUPPORT PAID TO DATE (not included in above payments)

Bond Levy Equalization Support Program

~~Charter School Facilities~~

College & Career Advisors & Student Mentors (16-17 enrollment 8-12)

Content and Curriculum

Dual Credit for Early Completers

~~Eight in Six~~

~~Fast Forward~~

High School Redesign - Math / Science (fixed based on size of HS)

Idaho Reading Initiative (Fall IRI grades K-3 not proficient)

Instructional Improvement Systems (IMS)

IT Staffing

Leadership Premiums (\$850 per F/T equivalent instructional staff +18.97% bnft)

Limited English Proficient (LEP) (specific count)

Limited English Proficient (LEP) Grant

Mastery Advancement Program (MAP)

National Board Certification

Professional Development (base \$15,000 plus)

Remediation (per State calculation based on Spring ISAT proficiency)

Safe & Drug-Free (\$2,000 base plus -ADA)

School Facilities Funding (lottery)

School Facilities Maintenance Match

Strategic Planning


Technology (Classroom) (base \$20,000 plus)

Unemployment Insurance (paid directly to DOL fbo school district)

TOTAL OTHER STATE SUPPORT

19. RATIO

Lakeland School District # 272

	Base	Factor	2015-2016	2016-2017	Change	% 
			206.88	206.88		
	206.88	\$ 25,696.00	4,937,811.84	5,315,988.48	378,176.64	7.66%
			11,667,271.80	12,066,924.57	399,652.77	3.43%
	SBA	18.97%	2,213,281.46	2,289,095.59	75,814.13	3.43%
			-	-		
			1,065,724.00	1,100,000.00		
			-	-		
			19,884,089.10	20,772,008.64		
		Fixed	39,418.45	39,418.45		
			-	-		
	1,805	\$ 42.00		75,810.00		
			-	-		
			-	-		
			7,665.00	-		
			3,120.00	-		
		Fixed	-	115,200.00		
	465	\$ 300.00	2,884.05	139,500.00		
	206.88	\$ 200.00	-	41,376.00		
	206.88	\$ 115.00	-	23,791.20		
	248.94	\$ 1,011.25	-	251,739.00		
	3	\$ 250.00	762.00	750.00	(12.00)	
			-	-		
			-	-		
	n/a	\$ 2,379.40	-	-		
	248.94	\$ 610.00	-	151,853.40		
	4215	\$ 28.00	-	32,585.00		
	4,006.28	\$ 13.00	18,823.00	54,081.64	35,258.64	187.3%
			247,629.00	247,633.00	4.00	0.002%
			-	-		
			-	-		
	4,006.28	\$ 50.00	149,340.00	220,314.00	70,974.00	47.5%
			2,815.77			
			472,457.27	1,394,051.69		
			0.0232			

Lakeland Joint School District
 Detail Schedlue of Salary Based Apportionment (SBA)
 Budget FY 2015-2016

3. SALARY APPORTIONMENT			11,667,271.80	12,066,924.57	399,652.77	3.43%
Administration			942,435.62	972,591.48	30,155.86	3.20%
Instructional			8,531,099.66	8,845,188.23	314,088.57	3.68% [C]
Pupil Services			655,635.24	664,883.67	9,248.43	1.41%
Noncertified			1,538,101.08	1,584,261.18	46,160.10	3.00%
4. BENEFIT APPORTIONMENT	SBA	18.97%	2,213,281.46	2,289,095.59	75,814.13	3.43%

Certified Staff Information:

Cost to Unfreeze last step [A]	117,896.00
Salvage due to Turnover [B]	(69,655.00) (instructional staff)
Cost of Additional Step	175,746.00
 Working Total Instructional (C-A+B)	 265,847.57
After Additional Step	90,101.57

Other Information Still to be Considered:

Health Insurance Increase	137,867.00 (not allocated to all staff)
Cost of 1% indexing	122,553.15
Education Credit Adjustments (<i>estimated</i>)	100,000.00

Lakeland Joint School District
Expense Information - What we know
As of 5/17/16

	<u>FY 2016-17</u>	<u>FY 2015-16</u>	<u>Change</u>
Liability Insurance	\$ 136,641	\$ 133,962	\$ 2,679
Textbooks	238,010	500,000	(261,990)
Supplies (reallocating based on enrollment)			
Instructional	101,000	101,000	-
Office	16,750	16,750	-
Change in Fee based charges	16,000	-	16,000
Salaries	?	18,008,026	
Benefits	?	5,311,338	
Fund Balance	200,000		
Contingency	100,000		
Food Service (self supporting)	1,435,427	1,444,658	(9,231)

Information Regarding Summer Maintenance:

Parking Lot Maintenance	\$ 24,430
LHS Pathway improvements	8,143
Roofing Projects	<u>360,421</u>
TOTAL	<u>\$ 392,993</u>

Use of Restraint, Seclusion, and Aversive Techniques for Students

Conduct of Employees Directed Toward Students

The use by appropriately trained District personnel towards or directed at any student of any form of restraint or seclusion as defined in this policy, is prohibited except in circumstances where proportional restraint or seclusion of a student is necessary when a student's conduct creates a reasonable belief in the perspective of a District employee, that the conduct of the student has placed the student, the employee, or any other individual in imminent danger of serious bodily harm.

The employee or any employee who is a witness to this event shall immediately seek out the assistance of the school's administration or, if such administrator is not available, a certificated or classified employee with special training in seclusion and restraint, if available. 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 or restraint of a student shall immediately be terminated when it is decided that the student is no longer an immediate danger to him or herself or to any other third person or if it is determined that the student is exhibiting extreme distress or at such time that appropriate administrative personnel have taken custody of the child or upon such time that the parent/legal guardian of the child has retaken custody of the child.

Regardless of employee training status, no District personnel shall use any form of aversive technique against any school student.

If a situation occurs where a properly trained District employee must use acts of restraint or seclusion against a school student, the following shall occur:

1. The employee shall immediately report to their building principal, in writing, the following information:
 - A. The date the event occurred;
 - B. The circumstances leading to the event;
 - C. The student involved; and
 - D. Other witnesses or participants to the event.
2. The building principal shall notify the Superintendent's Office of the event, providing the Superintendent's Office with a copy of the report of events.

3. The building principal shall ascertain if any of the school's video equipment captured the event on a recording. If such event was captured on recording, the principal shall take all best efforts to maintain a copy of the recording and provide such to the Superintendent's Office for the Superintendent's official records of the event.
4. The Superintendent or designee shall ascertain the special needs status of the student involved in the seclusion or restraint and shall ascertain and maintain documentation as to whether or not such events were consistent with or contraindicated due to the student's psychiatric, medical, or physical condition(s).
5. The Superintendent or designee of the Superintendent shall notify the parent or legal guardian of the subject student of the situation and the event of restraint or seclusion via telephone and provide the parent/legal guardian with the name and telephone contact information of the building principal where the parent may obtain additional information regarding the event.
6. The Superintendent or designee of the Superintendent shall provide the parent/legal guardian of the student with written notice of the event of restraint or seclusion of their student.
7. The Superintendent's office shall maintain documentation as to events of restraint and seclusion and shall prepare any and all necessary reports to legal entities upon whom such reports are or may become due pursuant to State and federal regulations.

Training of School Personnel

As part of the training and preparation of each certificated administrator, certificated teacher, and in-building classified employee of the District, the following shall occur:

1. Training to personnel as to proper situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and restraint, safe physical escort, de-escalation of student crisis situations, and positive behavioral intervention techniques and supports;
2. Training of personnel in crisis/conflict management and emergency situations which may occur in the school setting, including examples and demonstrations of proper activities and techniques and trainers observing employee use of proper activities and techniques in the training setting;
3. Techniques to utilize 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; and
6. Provision of the employee with a copy of this policy.

It is a goal that all new employees are trained in the area of student restraint and seclusion during their first week of employment. However, this may not be possible 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 an 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 students or others through chemical, manual method, physical, or mechanical device, material, or equipment.

Seclusion: Involuntary confinement in a room or other space during which a student is prevented from leaving or reasonably believing that the he or 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.

3345-3

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 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 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.

Cross Reference: 3360 Discipline of Students with Disabilities

Policy History:

Adopted on: May 17, 2016

Revised on:

Lakeland Joint School District No. 272

Guidelines for Physical Restraint and Seclusion

I. Statements of Values and Belief

A. Social and emotional skills form a foundation for young people's success not just in school, but also as healthy and caring adults, productive workers, and engaged citizens.

Positive student behavior in school is directly connected to increased motivation, efficient academic learning, high achievement, diminished disciplinary action, and increased graduation rates.

B. Students and school personnel have the right to work in a safe environment. Implementation of a school-wide systematic approach to positive student behavior will improve overall school safety, will minimize the need for the use of restraint and seclusion, and will ensure that it is only used as a last resort in an emergency situation.

II. Purpose

The purpose of these guidelines is to insure that all students and staff are safe in school, and that students who may have a behavior crisis are free from inappropriate use of physical restraint or seclusion.

III. Authorized Use

A. The Lakeland School District supports school-wide programs and services that motivate, teach and support positive behavior to create a school climate that is highly conducive to learning.

1. Each school will establish practices that have the goal of making the school climate and environment welcoming and supportive of learning, and promote the recognition and reinforcement of appropriate student behavior.
2. It is expected that school staff will implement positive behavior supports and interventions, functional behavioral assessments and related behavior plans, and constructive methods to de-escalate potentially dangerous situations.
3. When the district anticipates that a student is likely to behave in a way that may be dangerous to the point of causing injury to someone, staff will develop a positive behavior support plan:
 - i. The plan will be developed in cooperation with the parent or guardian.

ii. This will occur whether or not the student is eligible for special education.

B. The Lakeland School District authorizes district trained staff members to use physical restraints and seclusion in limited situations. They may only be used under the circumstances specified in these guidelines.

IV. Definitions

A. Chemical Restraint. Use of medications to control behavior.

B. Crisis Intervention Training. Training provided to selected staff members which addresses how to deal with aggressive, violent or out of control behavioral crises. It includes specific techniques for physical restraint and seclusion, the curriculum meets any state standards for such training and it results in certification of the individuals who complete the training.

C. De-Escalation. Causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.

D. Functional Behavioral Assessment. Ongoing process of gathering information that can be used to hypothesize about the function of student behavior. The analysis provides the information necessary to develop a behavior intervention plan.

E. Imminent. Likely to happen right away; within a matter of minutes.

F. Mechanical restraint. Use of any device or object (e.g., tape, ropes, straps, weights, weighted blankets) to limit an individual's body movement to prevent or manage out of-control behavior.

1. Medically prescribed devices whose purpose is to compensate for orthopedic weaknesses, to protect from falling or to permit the student to participate in activities at school are not considered to be mechanical restraints when recommended by an occupational or physical therapist, physician or nurse for purposes of these guidelines.

2. Vehicle restraints, or other restraints used by sworn law enforcement officers are not considered to be mechanical restraints for purposes of these guidelines.

G. Physical restraint. Any method of one or more persons restricting another person's freedom of movement, physical activity, or normal access to his/her body. Physical restraint, for purposes of these guidelines, does not include:

1. Taking away a weapon (such as a knife or gun)

2. Breaking up a fight

3. Physical prompts provided in the course of instruction

H. Prevention and Conflict De-escalation Training. Training which is provided broadly to school staff on how to prevent, defuse and de-escalate potential behavioral crisis situations, which meets any state standards for such training.

I. Prone physical restraint. The person is being held face down lying on their stomach on a horizontal surface such as the floor.

J. Seclusion. Student is placed in a location where they are alone, and where they are physically prevented from leaving that environment.

K. Supine physical restraint. A person is being held face up on their back on a horizontal surface such as the floor.

L. Time out. Continuum of behavioral interventions to reduce inappropriate behavior by removing a student's access to positive reinforcement in the normal school setting.

M. Substantial risk. Situation where there is serious, imminent threat of bodily harm and where there is the immediate ability to enact such harm.

N. Staff Trained in Crisis Intervention. Individuals who successfully complete and maintain certification in a training program that results in acquisition of skills to prevent physical restraints, evaluate risk of harm in an individual situation, use approved physical restraint techniques and monitor the effect of the restraint.

O. Parent or guardian. The student's parent, legal guardian, surrogate parent or student over the age of 18.

V. Informing Parents and Guardians Generally

A. All student handbooks in our schools will contain this statement:

As a part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to him/herself or others may be physically restrained and/or placed in seclusion by school staff in accordance with School Board policies. These could occur along with other emergency actions such as calling the police. As soon as possible after any such incident the parents or guardian will be informed when any of these actions have occurred.

These guidelines will be available with school board policies to all parents electronically via our website or as a hard copy on request.

VI. Conditions for Appropriate Use of Physical Restraint

A. Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others.

1. The student is demonstrating the intent and the ability to cause injury within a matter of minutes.
- B. Physical restraint should only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
- C. Physical restraint should only be employed by staff members who have received specific district approved crisis intervention training in the use of physical restraint procedures.
1. Other school personnel may employ physical restraint procedures only in rare and clearly unavoidable emergency circumstances defined as imminent and substantial and when fully trained school personnel are not immediately available. Untrained staff should request assistance from trained staff as soon as possible.
 2. A physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in the District approved crisis intervention training program.
- D. Physical restraint should last only as long as is necessary for the student to regain behavioral stability, and the risk of injury has ended, usually a matter of minutes.
- E. The degree of physical restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
- F. Mechanical or chemical restraints are not authorized in school.
- G. Prone or Supine forms of physical restraint are not authorized and should be avoided.
- H. For students with disabilities, the use of physical restraint should not be included in a student's IEP, or Behavior Intervention Plan.

VII. When Physical Restraint Procedures Should Not Be Employed

- A. Physical restraint is not appropriate without imminent risk of injury to someone.
- B. A verbal threat or verbally aggressive behavior does not itself indicate a substantial risk of injury, and should not result in restraint.
- C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
- D. When known medical or physical condition of the student would make the restraint procedures dangerous for that student (e.g. students with heart or circulatory conditions, asthma, etc.) they should not be employed.
- E. Restraint should never be used as a punishment, or to force compliance with staff commands.

VIII. Conditions for Appropriate Use of Seclusion

- A. Seclusion is appropriate only when a student is displaying physical behavior that presents substantial imminent risk to the student or others, and the threat could be diminished if the student was in a safe environment away from other students and staff.
- B. Seclusion should only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted.
- C. Seclusion should only be used as long as necessary and should be discontinued when the student is no longer a threat to others.
- D. Seclusion should only be employed by staff members who have received specific district approved crisis intervention training in the use of seclusion procedures.
- E. Seclusion must be used only when the student can safely be transported to the seclusion environment by trained staff members using appropriate techniques based on crisis intervention training.
- F. For students with disabilities, the use of seclusion should not be included in a student's IEP, or Behavior Intervention plan.
- G. Time out procedures that do not constitute seclusion are permitted in school. (Refer to definition of time-out and seclusion in Section IV.)
- H. All seclusion environments should be inspected annually by fire or safety inspectors and for adherence to regulations affecting school accreditation. Seclusion environments should:
 - 1. Be of reasonable size permitting students to lie or sit down.
 - 2. Have adequate ventilation including heat and air conditioning as appropriate.
 - 3. Have adequate lighting.
 - 4. Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass.
 - 5. Permit direct continuous visual and auditory monitoring of the student.
 - 6. Permit automatic release of any locking device if fire or other emergency in the school exists.
 - 7. If locked, should be automatically released after five minutes or with any building wide alarm (such as fire, tornado or code red alarm).
 - 8. Should meet current fire and safety codes.

IX. When Seclusion Procedures Should Not Be Employed

- A. When the substantial risk of injury no longer exists.
- B. When known medical or physical condition of the student would make the seclusion procedures dangerous for that student (e.g. students expressing suicidal thoughts, students with heart or circulatory conditions, asthma, or other conditions).
- C. Seclusion should never be used unless a staff member can continuously monitor the student for visual or auditory signs of physiological distress, and can communicate with the student.
 - 1. Students should be permitted to use the restroom upon request, and be escorted to and from the restroom.
 - 2. Students should be provided water on request.
- D. Seclusion should never be used as a punishment, or to force compliance with staff commands.

X. Training

- A. The District will provide all staff members with basic training about conflict de-escalation procedures, the dangers of restraint and seclusion, and procedures for contacting fully trained and certified staff when behavioral crises occur.
 - 1. This training will be recurrent and will be provided to new staff.
- B. The District will determine a specific curriculum and method of providing training related to physical restraint or seclusion that will meet any applicable state standards.
- C. A core group of appropriate personnel will be trained and “certified” in each building in crisis intervention techniques which will include the use of physical restraint and seclusion procedures.
 - 1. Recurrent training to maintain “certification” will be provided on a regular basis at least annually to meet the requirements for the curriculum or program used.

XI. Reporting, Documentation and Debriefing Requirements

- A. Immediately after the student has restored emotional and behavioral control following the use of physical restraint and/or seclusion, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the restraint or seclusion.
- B. The staff member involved with the physical restraint will have the opportunity to meet with his/her supervisor after the incident.
- C. The building administrator or designee will verbally notify the parent/guardians as soon as possible (no later than the end of the school day in which the restraint or seclusion occurs).

1. The Principal or designee will update the parent/guardian on the student's current physical and emotional state.

D. The individuals involved with the incident shall complete a written report as soon as possible after the incident. All use of physical restraint or seclusion procedures must be documented on an "incident report".

1. All staff involved will contribute to the completion of an "Incident Report" within one school day of the incident.

2. The building administrator or designee will send a copy of the written report to the parent or guardian within two school days following the use of restraint or seclusion, and will place a copy of the report in the student's confidential file.

3. A copy of the incident report should also be sent to a designated district administrator.

E. Further, it is expected that each staff member involved in an incident will engage in a debriefing or processing session(s) in order to determine what could have been done to prevent the future need for use of physical restraint or seclusion for this student specifically and for other students in similar situations.

1. Components to be included in this session are outlined in the Staff Processing of Restraint or Seclusion Form.

2. The supervisor will provide support to the staff member and determine when the staff member shall return to his or her duties.

3. The student, with assistance from staff, will process the event at the earliest appropriate time.

4. The staff member's supervisor or designee shall complete and file the form.

XII. Annual Review, Planning Process and Oversight

A. A district administrator (or designee) will be designated as the coordinator of data, planning and oversight of the use of physical restraint or seclusion procedures in the district.

B. The District shall establish a Committee or use a standing Safety Committee to conduct an annual review of all individual and program-wide data associated with his these guidelines. The Committee shall review the following components related to the use of restraint:

1. incident reports;

2. procedures used during restraint, including the proper administration of specific district/facility approved restraint techniques;

3. preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
4. documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;
5. injuries incurred during a restraint;
6. notification procedures;
7. staff training needs;
8. specific patterns related to staff or student incidents;
9. environmental considerations, including physical space, student seating arrangements, and noise levels.

C. Upon review of the data, the Committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools for changes in policies or practices.

D. The Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the district training curriculum.

XVIII. Incident Report Information

A. A minimum of the following will be included in the incident report created after each instance of physical restraint or the use of seclusion:

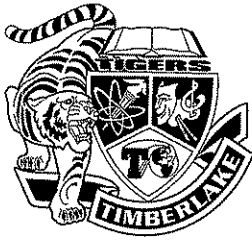
1. The student's name;
2. The date and time of the incident;
3. The duration of any physical restraint or seclusion; or the beginning and ending times of the physical restraint and/or seclusion;
4. A description of any relevant events leading up to the incident;
5. A description of any interventions used prior to the implementation of physical restraint or seclusion;
6. A description of the incident and/or student behavior that resulted in implementation of physical restraint or seclusion including a description of the danger of injury which resulted in the restraint or seclusion

7. A log of the student's behavior during physical restraint or seclusion, including a description of the restraint technique(s) used and any other interaction between the student and staff;
8. A description of any injuries (to students, staff, or others) or property damage;
9. A description of the planned approach to dealing with the student's behavior in the future;
10. A list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint or seclusion and whether they had training related to restraint or seclusion;
11. The date and time on which the parent or guardian was notified.

Lakeland School District

Incident Report for Seclusion or Restraint

Student Name	Date
IEP or 504	Female Male
Teacher/class	Time in/time out
Staff person initiating seclusion/restraint; others present/involved:	
Describe the behavior that led to seclusion/restraint, including time, location, activity, others present, other contributing factors:	
Procedures used to attempt to de-escalate the student prior to using seclusion/restraint:	
Student behavior during seclusion/restraint: Was there any injury Was there any property damage?	Student behavior after seclusion/restraint:
Follow- up with student after the seclusion/restraint	
Is other follow-up needed (e.g., IEP meeting, additional evaluation, discussion with others?) If yes, specify:	
Parent Contact (date, time, by whom)	Administrative Contact



Timberlake High School
PO Box 909
Spirit Lake, ID 83869
(208) 623-6303

RECEIVED MAY 06 2016

May 5, 2016

Lakeland School District 272 Board of Trustees
15506 N. Washington Street
Rathdrum, Idaho 83858

Lakeland Board of Trustees,

Timberlake High School football is requesting the use of equipment while participating in the Eastern Washington University football camp in Cheney from June 22 to June 24, 2016. This request is made in accordance with Lakeland School District policy and the rules and regulations of the Idaho High School Activities Association.

Thank You for your consideration.

Respectfully,

Tim Cronnelly
Athletic Director
Timberlake High School

RECEIVED MAY 04 2016

Lakeland School District School Sponsored Camp or

THE ADMIN NEEDS
TO REQUEST USE
OF EQUIP FOR
CAMP
FROM THE
SCHOOL BOARD

It is important that camps, clinics, open gyms, etc. be well organized protection of participants, coaches and the school district and to hel event. Please provide the following information in detail:

Camp/Clinic Name Eastern Washington

Location EWD Facilities Request _____

List all Dates June 22 - 24 Times 3 Full Days

Sponsoring Person/Organization* Tembulake Football JV and Varsity

Describe the Camp is a Full Contact scrimmage Camp. Team Practices and EWD techniques taught

List Coaches/Supervisors Involved Ray Albertson Brian Kluss
Mike Minter Bill Rider

Who is invited to participate? all High school Teams

List Charges if any: \$ 250.00

How will funds be used: Pay for Room and Board

Who handles financial accounting? Temberlake High

Describe insurance provided for (a) Participants _____
(b) Coaches _____

I have reviewed the attached IHSAA rules and assure the camp/clinic operation will not be in conflict.

Coordinator Ray Albertson Activities Director [Signature] Date 4-28-16

Date 4-28-16 School Principal [Signature] Date 5/4/16

* Attach flyers or other information Superintendent [Signature] Date 5-4-16

RECEIVED MAY 04 2016

Lakeland School District School Sponsored Camp or Clinics

It is important that camps, clinics, open gyms, etc. be well organized and properly supervised for the protection of participants, coaches and the school district and to help ensure a successful and enjoyable event. Please provide the following information in detail:

Camp/Clinic Name Timberlake Fresh Camp

Location Timberlake, Lakeland, Post Falls Facilities Requested Timberlake practice field

List all Dates June 14 - 17 Times listed on Brochure

Sponsoring Person/Organization* Timberlake Football Coach Albertson

Describe the Camp Two Days of Technique and 2 scrimmages

List Coaches/Supervisors Involved Ray Albertson Brian Kluss Mike Mintz
Bill Rider

Who is invited to participate? Idaho and Washington Fresh Teams

List Charges if any: none

How will funds be used: N/A

Who handles financial accounting? N/A

Describe insurance provided for (a) Participants _____

(b) Coaches _____

I have reviewed the attached IHSA rules and assure the camp/clinic operation will not be in conflict.

Coordinator Roy Albertson, Post Falls Activities Director [Signature] Date 4-28-16

Date 4-28-16 School Principal [Signature] Date 5/4/16

* Attach flyers or other information Superintendent _____ Date _____