

Esko Public School District #99 Restrictive Procedures Plan

In accordance with Minnesota Statute 1125A.0942, Subd. 1(a), every school that intends to use restrictive procedures are required to maintain and make publicly accessible in an electronic format on a school or district Web site or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities.

District #99 uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child's Individual Education Plan (IEP) or Behavior Intervention Plan (BIP). "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.

I. Winterquist and Lincoln Schools intend to use the following restrictive procedures:

A. Physical holding:

1. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement and where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect the child or other person from injury.
2. The term "physical holding" does not mean physical contact that:
 - a. helps a child respond or complete a task;
 - b. assists a child without restricting the child's movement;
 - c. is needed to administer an authorized health-related service or procedure; or
 - d. is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
3. *The District* intends to use the following types of physical holding:
 - a. Crisis Prevention Institute (CPI) Team Control
 - b. Crisis Prevention Institute (CPI) Children's Control

B. Seclusion

Seclusion means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion. Esko Public Schools does not use any rooms for seclusion.

II. Winterquist and Lincoln Schools will implement a range of positive behavior strategies and provide links to mental health services.

A. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.

B. Winterquist and Lincoln schools will implement the following positive behavior strategies:

Esko Public School Positive Behavior Strategies

School Policies

The District has adopted school policies that define student behavior. The policies that we have in place include: Student attendance, student dress and appearance, student discipline, bullying prohibition, student disability non discrimination, acceptable use, violence prevention and Hazing prohibition. All of these policies are adopted by the School Board. The staff is required to know these policies and the policies are published for parents and students.

Building Level Policies and Procedures

The Secondary and Elementary schools each have set guidelines on student behavior. The handbooks of each school identify appropriate behaviors. The building principals work with the respective classrooms to identify school wide expectations for student behavior and recognize the importance of positive reinforcement of appropriate behaviors.

The building principals have identified best practices in the area of student behaviors including an educational foundation. Each principal believes that a positive school environment begins by teaching what actions and behaviors are appropriate. After teaching these behaviors it is important that we reinforce the desired behaviors and work constructively with the inappropriate behaviors.

Classroom instructors

In the elementary school the teachers are asked to develop a set of classroom expectations with the students. The students with support from the teacher identify key expectations and list a set expectations or rules for the class to follow. During this process the teachers is discussing how the different actions and behaviors can affect a fellow classmate. The teacher uses this time to teach what is appropriate behavior and why it is important to the functioning of the class and the well being of the entire class of students. Many of the teachers use some of the strategies identified in the book "The First Days of School", by Harry and Rosemary Wong. Many of the teachers inbed the ideas presented by Korwin Kronenberg related to instruction on the above the line and below the line behaviors. After teaching and developing the expectations that teachers will constantly reinforce the appropriate behaviors and will address the inappropriate behaviors in a style that teaches the concept.

The Secondary school also uses their classroom teachers to develop behavior expectations. Our school has many teachers that have been trained in a Master's Degree program that believes that it is crucial to build relationships with the students. The relationships are from teacher to student and student to student. The school begins the year with a full day devoted to this concept. The principal starts with an all school assembly that will discuss and demonstrate appropriate behavior and interactions between students. The presentation will also address behaviors that are not appropriate. After the assembly the students participate in a lunch and series of planned events that will help build relationships between the entire student body.

The secondary teachers also develop behavior expectations in their classrooms and establish school wide expectations. They work on those during the first days of each semester and revisit them throughout the school year. As with any behavior plan we look to teach appropriate behaviors and to reinforce those behaviors. We also use inappropriate behaviors to teach students what is expected.

Weekly, high school teachers engage in a research-based Check and Connect homeroom with teachers making one on one personal check-ins with each student in grades 7-12. Positive behavior interventions, and personalized educational and social-emotional supports are provided for each of Esko High School's 600 students, involving each of the school's 40 teachers.

There is a small population of students identified as E.B.D. The students who qualify for additional services in our E.B.D. program are put into a more intensive program. Our E.B.D. teachers have been trained in a model called Boys Town. This model is very prescriptive in teaching appropriate social skills. It also works on positive reinforcement to teach the appropriate skills. If the student makes poor choices there is a set way to address this that includes identifying the issue, understanding the inappropriate behavior and working on what would be a better solution to the situation.

C. The District provides the following links to mental health services:

1. Carlton County Collaborative: <http://www.ccollab.org/youth-services/child-mental-health/>
2. Nystrom & Associates, Ltd: www.nystromcounseling.com
3. Duluth: <http://www.essentiahealth.org>, <http://www.mnpsych.com>
4. NAMI Duluth Area: <http://www.namidulutharea.com/resources.html>
5. Lake County Health and Human Services: www.co.lake.mn.us
6. Pine County Health and Human Services: <http://www.hoperalized.com/>
7. Pine and Southern Carlton County: Melissa Anderson Psychology Services, (218)485-5554

III. *Winterquist and Lincoln buildings* will monitor and review the use of restrictive procedures in the following manner:

A. Documentation

1. Each time physical holding or seclusion is used, the staff person who

implements or oversees the physical holding or seclusion shall document, as soon as possible after the incident concludes, the following information:

- A description of the incident that led to the physical holding or seclusion;
- Why a least restrictive intervention failed or was determined by staff to be inappropriate or impractical;
- The time the physical holding or seclusion began and the time the child was released; and
- A brief record of the child's behavioral and physical status.

2. Attached as Appendix A, is *Winterquist Elementary School and Esko High School* forms used to document the use of physical holding.

B. Post-use debriefings, consistent with documentation requirements:

1. Each time physical holding or seclusion is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing with the case manager and building principal, within **2 school days** after the incident concludes.
2. The post-use debriefing will review the following requirements to ensure the physical holding was used appropriately:
 - Whether the physical holding was used in an emergency;
 - Whether the physical holding was the least intrusive intervention that effectively responds to the emergency;
 - Whether the physical holding was used to discipline a noncompliant child;
 - Whether the physical holding or seclusion ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity;
 - Whether the staff directly observed the child while physical holding or was being used;
 - Whether the documentation was completed correctly;
 - Whether the parents were properly notified;
 - Whether an IEP team meeting needs to be scheduled;
 - Whether the appropriate staff used physical holding;
 - Whether the staff that used physical holding was appropriately trained.
3. If the team determines, through the post-use debriefing, the use of physical hold was not used appropriately, The Building principal will ensure immediate corrective action is taken, such as administrative review of procedures and staff training.

C. Oversight Committee

1. Winterquist Elementary and Esko High School publicly identifies the following oversight committee members
 - Allisa Anderson, School Psychologist

- Nicole Shummaker Winterquist EBD teacher
- Mary Weets, Lincoln EBD teacher
- Brian Harker, Winterquist Principal
- Greg Hexum, Esko High School Principal
- Cathy Tryggstad, Special Education Director

2. Winterquist Elementary and Esko High School staff oversight committee meets quarterly.

3. Winterquist Elementary and Esko High School oversight committee will review the following:

- The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of week, duration of the use of a restrictive procedure, the individuals involved, or other factors associated with the use of a restrictive procedures;
- The number of times a restrictive procedure is used school wide and for individual children;
- The number and types of injuries, if any, resulting from the use of restrictive procedures;
- Whether restrictive procedures are used in nonemergency situations;
- The need for additional staff training; and
- Proposed actions to minimize the use of restrictive procedures.

IV. Winterquist Elementary and Esko High School staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:

A. Positive behavioral interventions: CPI Crisis Development Model, Verbal Interventions

B. Communicative intent of behaviors: CPI Unit entitled: CPI Crisis Development Model, Preventative Techniques

C. Relationship building: CPI Unit entitled: Preventative Techniques

D. Alternative to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior: CPI Unit entitled: Precipitated Factors, Rational Detachment, Integrated Experience

E. De-Escalation methods: CPI Unit entitled: CPI Crisis Development Model

F. Standards for using restrictive procedures only in an emergency: CPI Unit entitled: Nonviolent Physical Crisis and Team Intervention, & Understanding the Risks of Restraints

G. Obtaining emergency medical assistance: Nonviolent Physical Crisis Intervention and Team intervention, & training on local numbers to call in case of an emergency

- H. **The physiological impact of physical holding and seclusion:** CPI Unit entitled: Nonviolent Physical Crisis and Team Intervention, Understand the Risks of Restraints, & Crisis Development Model
- I. **Monitoring and responding to a child's physical signs of distress when physical holding is being used:** CPI Unit entitled: Nonviolent Physical Crisis Intervention and Team Intervention
- J. **Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used:** CPI Unit entitled: Participant workbook Chapter Understanding the Risks of Restraints
- K. **District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and**
- L. **Schoolwide programs on positive behavior strategies**
The district will maintain records of staff that have been training and the organization or professional that conducted the training.
- M. Winterquist Elementary and Esko High School provides the following training on accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of the individual students and ensure adequate progress toward the State's graduation standards
 - a. Positive Behavior Interventions
 - b. Progress monitoring
 - c. Instructional interventions
 - d. Differentiation (Canvas Learning, iPad tutorials)
 - e. Technology Integration Academy
- V. Winterquist Elementary and Esko High School buildings **will never use the following prohibited procedures on a child:**
 - A. **Engaging in conduct prohibited under section 121 A.58 (corporal punishment);**
 - B. **Requiring a child to assume and maintain a specified physical position, activity that induces physical pain;**
 - C. **Totally or partially restricting a child's senses as punishment;**
 - D. **Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;**
 - E. **Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or**

others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;

- F. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors);**
- G. Withholding regularly scheduled meals or water;**
- H. Denying access to bathroom facilities; and**
- I. Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso.**