

Voyageurs Expeditionary School Restrictive Procedures Plan and Training

This Use of Restrictive Procedures Plan is developed in compliance with Minnesota Statute 125A.0942 which states that “schools that intend to use restrictive procedures shall 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 that at least 1) lists the restrictive procedures the school intends to use; 2) describes how the school will implement a range of positive behavior strategies and provide link to mental health services; 3) describes how the school will monitor and review the use of restrictive procedures, including conducting post-use debriefings and convening and oversight committee to undertake a quarterly review; and 4) includes a written description and documentation of the training staff completed.” Finally, schools annually must publicly identify oversight committee members who must at least include a school psychologist or school social worker, an expert in positive behavior strategies, a special education administrator and a general education administrator.

List of Restrictive Procedures:

“Restrictive procedures” means the use of physical holding or seclusion in an emergency. Voyageurs Expeditionary School (VES) uses physical holding in emergency situations with students whose individualized Education Programs (IEP) include provisions for the use of such procedure or in emergency situations with students without IEPs or whose IEPs do not include the use of this procedure. This restrictive procedure is not used to punish or otherwise discipline a child. VES does not use seclusion.

“Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency is never used for punishment.

“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. The term physical holding does not mean physical contact that helps a child respond or complete a task, assists a child without restricting the child’s movement, is needed to administer an authorized health-related service or procedure, or is needed to physically escort a child when the child does not resist or the child’s resistance is minimal.

VES intends to use the following types of physical holding:

- a) ***CPI Children’s Control Position*** is a physical hold that is designed to be used with a student that is smaller than the adult. Additional staff is needed to be

present to assist the adult implementing the hold, monitor the safety of the student and staff and take other safety precautions as necessary.

- b) ***CPI Team Control Position*** is a physical hold that is used to manage students who have become dangerous to themselves or others. Two staff hold the individual and additional staff assess the student and staff for signs of distress and take other safety measures as necessary.
- c) ***CPI Transport*** is a physical hold that is a temporary, upright position that is used when the student is calm and needs to be moved to a safer place. Two staff assist with this position, one on either side of the student, with additional staff support as needed.
- d) ***CPI Interim Control Position*** is a physical hold that is a temporary, upright position that allows staff to maintain control of both of the individual's arms for a short period of time. One staff is needed to implement this position, however additional staff are working as a part of the team to monitor and assist the student and staff with any other safety precautions.
- e) ***CPI Physical Holding in a Standing Position*** is a physical hold that can include lower-level holding with one person placing their hands just above the elbows; a medium-level hold with two staff using the outside/inside principle of placing their inside arm to the inside of the student's arm and their outside arm holding the student's arm just above the elbow or a higher-level holding position using the outside/inside principle where staff grasp their own inside arm with their outside hand.
- f) ***CPI Physical Holding in a Seated Position*** uses the same outside/inside principles and levels of holding while all three individuals (two staff and the student) are all seated.

Monitor and Review of the Use of Restrictive Procedures

Whenever a restrictive procedure is used on a student, unless part of the student's IEP, staff must report the use of that procedure in written form to the Director of Special Education within 24 hours of its use. In addition, each time physical holding is used, unless part of the student's IEP, the staff person who implements or oversees the physical holding documents the following information:

1. a description of the incident that led to the physical holding.
2. the physical holding was the least intrusive intervention that effectively responded to the emergency.
3. the physical holding ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity.
4. parents and the building principal were notified in a reasonable amount of time not to exceed 24 hours.

After each use of a restrictive procedure, unless part of the student's IEP, the special education coordinator reviews the conditions under which the restrictive procedure was used. The District Restrictive Procedures Oversight Committee meets quarterly to review the data related to the use of restrictive procedures and consider additional training needs. The committee consists of the general education administrators, special education administrator, School Social Worker or School Psychologist, and the Special Education Teacher licensed in Emotional Behavioral Disorders.

Note: According to MN Statute 125A.0942, oversight committee members must include at least (a) a mental health professional, school psychologist, or school social worker; (b) an expert in positive behavior strategies; (c) a special education administrator; and (d) a general education administrator.

Other Physical Contact

Physical contact between staff and students for purposes such as the following, from MN Statute 125A.0941, is not considered physical holding:

1. helping a child respond or complete a task.
2. assisting a child without restricting the child's movement.
3. administering an authorized health-related service or procedure; or
4. physically escorting a child when the child does not resist or the child's resistance is minimal.

Description and Documentation of Staff Training

Restrictive procedures may be initiated and used only by a licensed special education teacher, school psychologist, a person with a master's degree in behavior analysis, other licensed education professional, paraprofessional or mental health professional who has completed the appropriate training program.

VES staff members are initially certified through the Crisis Prevention Intervention (CPI) program and receive annual refreshers through the same program.

CPI addresses the state requirements for a restrictive procedure training program which includes training on:

- positive behavioral interventions
- communicative intent of behaviors
- relationship building
- alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior
- de-escalation methods

- standards for using restrictive procedures
- obtaining emergency medical assistance
- the physiological and psychological impact of physical holding
- monitoring and responding to a child's physical signs of distress when physical holding is being used
- recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.

A list of CPI trained staff is kept on file electronically.

In addition, a "crisis team" is identified at VES. The Crisis Team designs their emergency response plan and reviews it periodically.

IEP Team Response to the Use of Restrictive Procedures

When restrictive procedures are used twice in 30 days or when a pattern emerges and restrictive procedures are not included in a child's individualized education program or behavior intervention plan, the district holds a meeting of the individualized education program team within 10 days, to conduct or review a functional behavioral analysis, review data, consider developing additional or revised positive behavioral interventions and supports, consider actions to reduce the use of restrictive procedures, and modifies the individualized education program or behavior intervention plan as appropriate. At the meeting, the team must review any known medical or psychological limitations that contraindicated the use of restrictive procedure, consider whether to prohibit restrictive procedure, and document any prohibition in the individualized education program or behavior intervention plan.

An individualized education program team may plan for using restrictive procedures and may include these procedures in a child's individualized education program or behavior intervention plan; however, the restrictive procedures may be used only in response to behavior that constitutes an emergency. Physical holding is never used to discipline a non-compliant child. The individualized education program or behavior intervention plan indicates how the parent wants to be notified when a restrictive procedure is used. Restrictive Procedures Forms, Appendix B

Positive Behavior Strategies:

Behavioral Philosophy and Discipline Guidelines

Teaching and modeling positive behaviors are the primary approaches to discipline at Voyageurs Expeditionary School. Voyageurs promotes a culture of learning and set of values that expects students to accept responsibility for their actions. This culture provides the foundation for individual instructors to develop their own set of behavioral expectations. This self-governing model teaches many of the character traits on a daily basis through countless interactions among students and between students and teachers.

See Appendix A for VES's PBS Plan

Links to Mental Health Support

If warranted, and as a result of a Mental Health Screening, information on available Mental Health Services will be provided to the student's parents or guardian by the school's mental health practitioner. Other resources include:

- Bemidji Area Outpatient Mental Health Services:
 - Evergreen House – www.evergreenyfs.org 218-751-8223
 - North Homes, Inc. – www.northhomesinc.org 1-888-430-3055
 - Upper Mississippi Mental Health Center – www.ummhcmn.org 218-751-3280
- Regional In-Patient Mental Health Hospitalizations and Outreach:
 - Prairie St. John's, Fargo, ND – www.prairie-stjohns.com 1-877-333-9565
 - Stadter Center, Grand Forks, ND – www.stadtercenter.com 1-866-772-2500

School Oversight Committee Members:

Positive Behavior Strategist
Special Education
General Education Administrator
Special Education

Kelly Marcum, Licensed School Counselor
Troy Johnson, Special Education Teacher
Scott Anderson, School Director
Deb Risberg, Special Education Coordinator

Appendix A – VES Behavior Management Plan

Voyageurs Expeditionary School Supporting Positive Behavior Practices

Supporting Positive Behavior

VES staff teaches and models expected school-wide and classroom behavior in the first weeks of school, using their crew circle time to discuss learning targets, discuss readings and participate in initiatives related to expectations. These expectations are revisited with individuals and whole crews as needed throughout the year.

Advisors will develop classroom contracts, co-written by students and teachers. These contracts explain how all members of the classroom will behave to ensure comfort, safety and success by all and are publicly displayed in each classroom.

VHS staff use common language with all VHS students when discussing school-wide and classroom expectations.

When students do not adhere to school-wide and/or classroom expectations, VHS staff attempt to determine what has happened and why by asking restorative questions (listed below) and listening to answers.

Example Restorative Questions:

- *Are you ready to talk right now? What zone are you in?*
- *What happened, and what were you thinking at the time?*
- *Who has been affected by what happened and how?*
- *What do you think needs to be done to make things as right as possible?*
- *What strategies can you use next time?*
- *What have you thought about this since we talked last?*
- *What is your job right now?*
- *Do you need help doing your job?*

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the disciplinary actions to the staff member involved and/or the administrator.

All responses to student inappropriate behavior include elements of teaching or reteaching appropriate school behavior and restoration of relationships affected by the student behavior.

Alternatives to removal from instruction will be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by an automatic office referral, or the office referral is required by law. These alternatives to removal may include, but are not limited to:

- Reminders of school or classroom rules and behavior expectations
- Redirection of behaviors
- Modification of instruction
- Re-teaching expectations and skills
- Student-teacher restorative conferences
- Self-charting of behaviors
- Role play
- Small group instruction or lessons on anger management, conflict resolution.
- Parent contacts

Opportunities for students to repair relationships affected or harmed by their behavior will be offered as part of the response to behaviors that do not result in a removal from the classroom.

Opportunities for students to repair relationships affected or harmed by their behavior will be included in the return to classroom for any student removed. These opportunities may include, but are not limited to:

- Restorative conference with the teacher or director.
- Apology of action/ Community Service
- Student/Parent restorative conference with school staff.
- Community restorative/ accountability circle
- Reflective Essay

The following disciplinary actions may still be used in extreme cases or when required by law:

- Loss of school privileges.
- Suspension from extra-curricular activities.
- Modified school program
- Removal from class
- Referral to police or juvenile authorities
- Out-Of-School-Suspension/Expulsion
- Compensation for Property Damage

When Will Automatic Office Referrals Be Used?

The following behaviors will result in an automatic office referral, so other steps will be skipped. The student will be sent directly to the administrative offices. Parents and/or guardians will be contacted directly by the administrator regarding such a referral. The administrator will copy the classroom teacher in these correspondences.

- Physical Aggression with intent
- Bullying, Harassment, and Hazing
- Possession of a Weapon (or look--alike)
- Threats to Injure or Harm
- Gross Disrespect or Defiance
- Possession of Alcohol, Drugs, or Tobacco
- Theft of Personal or School Property
- Vandalism to Personal or School Property
- Leaving School Property Without Permission
- Continuous or Persistent Behavior Adversely Affecting the Learning Environment

What is the Process When an Administrator is Called?

When a student behavior warrants a call to an administrator, staff will call the front desk and ask them to call a support administrator. The support administrator will follow these steps as possible:

- Talk with student quietly in classroom using restorative questions, beginning with *What zone are you in? What do you need?*
- If they are not ready, give student 1 minute to be ready to talk in classroom.
- Talk with student on the deck using restorative questions.
- If the child is not in the green or yellow zone at this time, begin co-regulation strategies. The following strategies can be done independently by the student or in a partnership with the student. Some strategies are:
 - Ask student what calming strategy they want to use.
 - 5 minute timer for quiet solitude
 - Deep breathing: five finger, hot cocoa, belly breathing, etc.
 - Walk together
- When the student has achieved a green or yellow zone, use the **reflection sheet** to guide discussion about the problem, what the student needs and how they can solve the problem.
- Walk with student back to class and present reflection sheet to teacher/ staff for approval.
- Teachers welcome student back into class and approve reflection sheet.
- Administrator takes approximately 5 minutes to assist student in beginning their task.
- Document student interaction on **student behavior documentation form** (available to admin).

- If there is not time to discuss outcomes with teacher, administrator will send an email explaining the plan made while student was absent from class.
- Students removed from class for severe or repetitive actions will remain with either an Administrator or Sped staff until a parent picks them up or until the end of the day.

What is the Process When Students Repeat Behaviors?

- When a student has visited with an administrator 1 time, they will be entered into our online tracking system. Administrators will send home an email, copying the classroom teacher, to explain the behavior and steps taken.
- When a student has visited with an administrator 3 times, they will be flagged in our online tracking system. Administrators will contact parents/ guardians to discuss behavior. Administrators will email teachers the results of the parent contact.
- After 3 visits, the support administrator or designee will meet with the classroom teacher to discuss resources and supports available to use with the student in the classroom. The support administrator or designee will also meet with the student to provide one-on-one or small group instruction or lessons on anger management, conflict resolution and other necessary skills.
- When a student has visited with an administrator 5 times, they will be flagged in our online tracking system. Administrators will call parents/ guardians to set up a restorative conference including student, parent, teacher and administrator.
- VES Success team will meet weekly to review entries into the online tracking system, identify individual student concerns and develop intervention strategies.

Appendix B – VES Restrictive Procedures Forms

Use of Restrictive Procedure – Physical Holding

Student:

Name:

ID:

DOB:

Grade:

School: _____ Date of Incident: _____

Ethnicity: Is the student Hispanic/Latino?

☐ Yes ☐ No

What is the student's Race? (choose one or more)

☐ American Indian or Alaska Native☐ Asian☐ Black or African American☐ White☐ Native Hawaiian or Pacific Islander

Directions: The staff person who implemented or oversaw a physical hold must complete this form each time a physical hold is utilized.

Staff Involved:

Name:

Position:

Role:

Trained

			<input type="checkbox"/> Yes <input type="checkbox"/> No
--	--	--	--

			<input type="checkbox"/> Yes <input type="checkbox"/> No
--	--	--	--

			<input type="checkbox"/> Yes <input type="checkbox"/> No
--	--	--	--

			<input type="checkbox"/> Yes <input type="checkbox"/> No
--	--	--	--

			<input type="checkbox"/> Yes <input type="checkbox"/> No
--	--	--	--

Person completing form: _____ Title: _____

EMERGENCY

Was physical holding used to protect student or others from physical injury? ☐ Yes ☐ No

Description of the emergency situation:

Description of the incident that led to physical holding:

PHYSICAL HOLDING

Description of the physical holding and a brief description of the student's behavioral and physical status:

Was physical holding the least intrusive intervention to effectively respond to the emergency? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical:		
Did physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain:		
Did staff directly observe the child during physical holding? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain:		
Did staff sustain an injury as a result of the physical holding:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the student sustain an injury as a result of the physical holding:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Time physical holding began: _____ Ended: _____ Total time: _____		
Removal From School		
Was the student removed from school by a police officer at the request of school personnel? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Parent Notification		
Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.		
Parent: _____		Date: _____ Time: _____
Notified by: _____		
How notified: _____		

Staff Debriefing Meeting	
Student Name: _____ ID: _____ Date: _____ School: _____ Grade: _____ DOB: _____ Date of Incident: _____ Date of Debriefing: _____	
Directions: Within two (2) school days following the use of a restrictive procedure, the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing. The debriefing must include at least one staff member who has knowledge of behaviors who was not involved in the incident.	
Student was on an IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No Was a BIP in place: <input type="checkbox"/> Yes <input type="checkbox"/> No	Was IEP implemented correctly? <input type="checkbox"/> Yes <input type="checkbox"/> No Was BIP implemented correctly? <input type="checkbox"/> Yes <input type="checkbox"/> No
Identify the antecedents, triggers and proactive interventions used prior to escalation:	
Briefly describe the impact of these less restrictive interventions:	
What behavior necessitated the use of a restrictive procedure?	
Describe student and staff behavior during the incident:	

What actions helped or didn't help?

Describe the procedure used to return the student to his/her routine activity:

Was the hold/seclusion the in response to an emergency situation: ☐ Yes ☐ No

Was the hold/seclusion the least restrictive intervention? ☐ Yes ☐ No

Did the hold/seclusion end when the threat of harm ended? ☐ Yes ☐ No

Is corrective action needed? ☐ Yes ☐ No

Is the behavior likely to reoccur? ☐ Yes ☐ No

Follow-up action to prevent the need for future use of restrictive procedures:

Behavior History:

Other restrictive procedures used in a the last 4 weeks: ☐ Yes ☐ No

Restrictive procedures used twice in a month: ☐ Yes ☐ No

Does the team see this as a pattern: ☐ Yes ☐ No

Does the child's IEP team need to meet? ☐ Yes ☐ No

Staff Attending Debriefing (should include one individual not involved in the incident)

Facilitator:
