



STUDENT-RELATED INCIDENT AND INJURY PREVENTION AND MANAGEMENT PLAN

The Pelham School District recognizes the importance of implementing a comprehensive plan for responding to physical acts by students that result in injury for employees, volunteers, and visitors. The District does not tolerate violence of any kind on our campus. The District is committed to maintaining a safe work and educational environment where all school community members feels safe within our buildings.

PURPOSE:

In accordance with NH DOL standards, the District Joint Loss Management Committee has established this prevention and management plan. The intent of this plan is to provide training, education, investigation and prevention protocols to reduce student-related physical acts and resulting injuries as required by RSA 281-A:64 and Lab 603.03(g)(6).

DISTRICT PLAN COORDINATOR:

While safety is a responsibility of all employees of the District, this plan's primary contact and plan facilitator is the Director of Special Services.

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OVERVIEW:

Employees of Pelham School District are assigned to work with all students, including those with disabilities. Professional positions within our schools may include Regular Education Teachers, Special Education Teachers, Board Certified Behavior Analysts (BCBA), Guidance Counselors, Nurses, Registered Behavior Technicians, School Psychologists, Occupational Therapists (OT), Speech and Language Pathologists (SLP), Speech and Language Pathology Assistants (SLPA), Physical Therapists (PT), Instructional Assistants (IA) and Administrators who oversee students. While interacting with student who may be as young as 3 years old and as old as 22 years, district employees and contractors may have exposure to student behaviors that could result in injury. While all staff who work with students may at some point experience injury while working with a student, the risk is statistically higher for employees working with students who have a disability. As a result, those individuals who are assigned in any roles above are provided with training and educational opportunities to support them to de-escalate

students, resulting in reduced student-related injuries. Staff are trained to recognize and proactively plan for known triggers to reduce the risk of student-related injuries.

TRAINING AND EDUCATION:

Crisis Prevention Institute (CPI) is a Nonviolent Crisis Intervention approach to train staff on how to manage complex behavior challenges within Pelham School District. Nonviolent Crisis Intervention (NCI) provides staff with the skills to safely recognize and respond to everyday crises. CPI training complies with all current legislation and is evidence-based and fully accredited. The Pelham School District provides CPI training to all new professional staff during scheduled workshop days. Additional CPI training is offered at various times throughout the school year, based on a staff member's recertification timeline. Additionally, the district provides CPI training to instructional assistance as a bargaining unit requirement. We have three certified trainers within our staff and the district is committed to maintaining this minimal level of internal expertise. In addition to hands on, classroom style training, Instructional Assistants also have access to on-line training through Vector Solutions for specific disability on-line education. CPI qualification and recertification dates are maintained with employee records.

This CPI training provides de-escalation techniques for the district's support, teaching, and administrative staff whose work often places them in student experiences that require this behavioral-based training. Our school district is required to offer students who are identified with disabilities a continuum of services to be provided within specific approved placement within a district. Student support may require staff to manage complex student behaviors. As such, staff receive training in behavioral based interventions to support the individual needs of student.

Additional staff training in behavior intervention strategies to minimize the risk of physical acts by students may include:

- Coursework in mandatory employee training modules
- Individualized training on student-specific behavior plans by a Board Certified Behavior Analyst (BCBA) or other qualified individuals
- Policy JKAA – Use of Restraints, Seclusion, and Physical Contact

PROCEDURE INCLUDING INVESTIGATION AND PREVENTION:

In developing prevention procedures, we recognize that it is important to make staff aware of various disabilities or mental health issues that can influence a student's behavior. Staff attend workshops and training on many related topics including those on social emotional learning (SEL). All staff may receive books, such as Social-Emotional Learning in the Classroom by Ribas,

Brady and Hardin, and Teachers' Guide to Trauma by Sadin and Levy. Staff participate in yearly training on Suicide Prevention, Know and Tell, and Understanding Bullying and Policy JICK. Our schools have Student Support Teams and Special Education Core Teams to provide an opportunity for teachers to seek assistance for Tier II and Tier III students. Staff adhere to State of New Hampshire protocols concerning Special Education processes for referral.

Behavior Assessments and Functional Behavioral Assessments are conducted as needed. Behavior plans may be developed when applicable. Each school has a designated physical space for students to de-escalate.

In the unfortunate event that a student becomes unsafe and attempts to aggress another student or staff member, the district staff are obligated to intervene. As a result of that intervention, staff are at times, required to follow CPI-trained protocols. In the event that a student needs to be physically escorted to a safer location, only trained personnel will assist the student. Supports may include the school's Crisis Team, in-house personnel and police intervention, only if needed. Prior to calling for the Crisis Team, administrators will notify parents. Once the child de-escalates, CPI de-escalation will proceed.

If disciplinary action is appropriate, Policy JICD – Student Conduct, Discipline and Due Process will apply.

Some, but not all behavioral incidents, may require the Individual Education Plan (IEP) team to reconvene. In the event that a behavioral incident warrants the need for the IEP team to review the current process and procedure for a student, a member of the student's IEP team will schedule a meeting. At the IEP meeting, the Team may consider amending the current IEP to address the student's IEP based on recent behavioral events or recommend further assessments to determine the best course of action. These decisions are connected to the district's responsibility to provide a Free and Appropriate Public Education (FAPE) within the least restrictive environment for all students who have been identified with an educational disability.

REPORTING:

All necessary forms, i.e. Safe School (local Police Department), Restraint/Seclusion (SAU), and/or Intentional Contact (SAU) Forms will be submitted by a building administrator or designee.

In the event that a staff person is injured by a student, a Notice of Employee Accidental Injury or Occupational Disease form is completed by the employee immediately. The form is reviewed and signed by a school administrator and forwarded to the SAU, Human Resources Department.

The report is filed electronically with the District insurance provider. All student-related injury reports are reviewed and investigated by the Director of Special Services.

In the event that a contracted staff member is injured by a student, reporting is made to the contract employer as well as to school administration. Procedures for filing worker's compensation documentation shall be dictated by the contract employer. The Director of Special Services shall be notified of the incident by the school administrator and shall investigate the incident.

The Joint Loss Management Committee (JLMC) has the responsibility to review all staff injury and incidents at their quarterly meetings. The Director of Student Services, as the person responsible for oversight of these types of incidents will attend a JLMC meeting at least once annually to update the JLMC members on the status of district trainings and the injury prevention and management plan. Both the JLMC and Director of Student Services review injuries for overall trends and they address any that become apparent.