

Parkers Prairie Public Schools Restrictive Procedures Plan

Date of Plan: August of 2019

Table of Contents

A. Definitions	2
B. Staff Training – Requirements and Activities	3
C. Restrictive Procedures and Seclusion	4
* Physical Holdings	
• Seclusion	
D. Prohibited Procedures	4
E. Documentation of Physical Holding and/or Seclusion	5
F. Documentation of Post-use Staff Debriefing Meeting	5
G. Documentation for an IEP	5-6
H. Building Oversight Committees	6
I. Emergency Situations – Use of Restrictive Procedures	6
J. Positive Behavior Interventions and Supports	6-7
Appendices	8-11

Appendix

Site Trainings	A
Restrictive Procedures Training Attendance	B
Fire Marshall Checklist	C
Critical Incident Data Sheets for Restrictive Procedures	D
Staff Debriefing Meeting	E
Building Oversight Committee Members	F

Restrictive Procedures Plan

In accordance with Minnesota Statute 1125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training and staff that have completed the training.

Parkers Prairie Public Schools 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 Positive Behavior Support Plan (PBSP).

A. Definitions

The following terms are defined as:

1. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual. 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 a physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.
2. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement 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 a child or other individual from physical injury. 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. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
4. "Restrictive procedures" means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
5. "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.

B. Staff Training - Requirements and Activities

Requirements:

Staff who design and use behavioral interventions will complete training in the use of positive approaches as well as restrictive procedures. Training records will identify the content of the training, attendees and training dates. Records of all trainings will be maintained in the Principal's Office.

The following employee job classifications are authorized and certified to use restrictive procedures:

- Licensed special education teacher
- School social worker
- School psychologist
- Other licensed education professional
- Highly qualified education paraprofessional
- Mental health professional

*Licensed School Administrator

Activities

Personnel development activities will be provided to district staff and contracted personnel who have routine contact with students and who may use restrictive procedures in the following areas:

1. Positive behavioral interventions;
2. Communicative intent of behaviors;
3. Relationship building;
4. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;
5. De-escalation methods;
6. Standards for using restrictive procedures only in an emergency;
7. Obtaining emergency medical assistance;
8. Physiological and psychological impact of physical holding and seclusion;
9. Monitoring and responding to a child's physical signs of distress when physical holding is being used;
10. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used;
11. District policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure; and
12. School wide programs on positive behavior strategies.

C. Physical Holding

Physical holding may be used only in emergency. A school that uses physical holding shall meet the following requirements:

1. Physical holding is the least intrusive intervention that effectively responds to the emergency;
2. Physical holding is not used to discipline a noncompliant child;
3. Physical holding ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;
4. Staff directly observes the child while physical holding is being used;
5. Each time physical holding is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes;

Parkers Prairie Public Schools will use, only in emergency, the following types of physical holding: Children's Control, Team Control or Team Escort.

D. Prohibited Procedures

Parkers Prairie Public Schools will never use the following prohibited procedures on a child:

1. Corporal Punishment which includes conduct involving: (a) hitting or spanking a person with or without an object; or (2) unreasonable physical force that causes bodily harm or substantial emotional harm.
2. Requiring the student to assume and maintain specified physical position, activity, or posture that induces physical pain.
3. Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment.
4. Denying or restricting the students access to equipment and devices such as wheelchairs, hearing aids or communication boards that facilitate the student's functioning except when temporarily removing the equipment or device is needed to prevent injury to the student others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible.
5. Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse.
6. Totally or partially restricting a student's senses as punishment.
7. Withholding regularly scheduled meals or water.
8. Denying the student access to bathroom facilities.
9. Physical holding that restricts or impairs a student's ability to breathe.

E. Documentation of Physical Holding

Each time physical holding is used, the staff person who implements or oversees the physical holding shall document, as soon as possible after the incident concludes, the following information:

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

F. Documentation of Post-use Staff Debriefing Meeting

Each time physical holding is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing with involved staff within two school days after the restrictive procedure concludes. There will be at least one staff member attending the debriefing meeting who was not involved in the incident and has knowledge of behaviors. A copy of the Critical Incident Data Sheet for Restrictive Procedures and the Staff Debriefing Meeting form will be sent to: the child's case manager, the sped coordinator and the principal.

A copy will be placed in the student's due process file. The building principal will keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee.

If the post-use debriefing meeting reveals that the use of physical hold was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee the Staff Debriefing Meeting form to determine and recommend training needs.

G. Documentation for an IEP

The district must hold a meeting of the IEP team, 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 modify the individualized education program or Positive Behavior Support Plan (PBSP) as appropriate. The district must hold the meeting; within 10 calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's individualized education program or behavior intervention plan does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP meeting when the child's IEP program provides for using restrictive procedures in an emergency. If the IEP team determines that existing interventions and support are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on 10 or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally

competent professionals; review existing evaluations, resources and successful strategies; or consider whether to reevaluate the child. The IEP team in any of the above listed circumstances must review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition on the IEP or Positive Behavior Support Plan (PBSP).

H. Building Oversight Committee

The Building Oversight Committee will meet quarterly to review data provided at the Staff Debriefing Meeting. The Building Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form and submit the form to the Minnesota Department of Education. The Building Oversight Committee will make recommendations in regards to the District's Restrictive Procedures Plan and, if necessary, indicate training needs and establish a plan for addressing Committee recommendations.

If a post-use debriefing meeting reveals that the use of physical holding was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Staff Debriefing Meeting form to determine and recommend training needs.

I. Emergency Situations – Use of Restrictive Procedures

Parkers Prairie Public Schools shall make reasonable efforts to notify the parent on the same day when restrictive procedures are used in an emergency. If the school is unable to provide same-day notice, notice will be sent by written or electronic means or as otherwise indicated by the parent. Documentation of how the parent wants to be notified when a restrictive procedure is used may be found in the IEP or PBSP. Building administrators will receive written notification where restrictive procedures are used in emergency situations. Records will be reviewed and summarized.

J. Positive Behavior Interventions and Supports

The district is committed to using positive behavioral interventions and supports. Positive behavior interventions means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.

Parkers Prairie Public Schools use the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention: continued on following page:

- Leader in Me (Pre K -6)
- Top 20 (7-12)
- Behavior Intervention Plans
- Use of Calming Strategies
- Teaching Coping Skills
- Classroom Incentives
- Behavior Contracts
- Restorative Justice

- Calming and Sensory Breaks
- Utilizing Fidgets
- Provide praise
- Snacks as needed

Appendix A

Site Trainings

To meet all of the requirements of 125A.0942 subd 1(3), staff who use restrictive procedures will complete training in the following skills and knowledge areas

Skills and Knowledge	Resource
1. Positive behavioral interventions	CPI
2. Communicative intent of behavior	CPI
3. Relationship building	CPI
4. Alternatives to restrictive procedures	CPI
5. De-escalation methods	CPI
6. Standards for using restrictive procedures	CPI
7. Obtaining Medical Assistance Emergency Procedures	CPI
8. Psychological impact of restriction and seclusion	CPI
9. Physical signs of distress during restraint	CPI
10. Recognizing symptoms of asphyxia during restraint	CPI
11. District Policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure	YES
12. School-wide programs on positive behavior strategies.	YES

Appendix B

Restrictive Procedures Training Attendance

Training: CPI (Crisis Prevention Institute)

Date: August and October of 2019

Trainer: Vicky Doetkott

Names of Attendee:

See Building Records

Parkers Prairie Public School does not have a seclusion/time out room.

Appendix C

Staff Debriefing Meeting

Student Name: _____ **Student on an IEP:** Yes ___ No ___

PBIS in Place: Yes ___ No ___ **Was IEP followed:** Yes ___ No ___

Was PBIS followed: Yes ___ No ___ If answered no, explain why:

Signatures of staff attending debrief (should include at least one person not involved in incident who has knowledge of behavior). Circle the Facilitator's signature:

Identify the antecedents, triggers and proactive interventions used prior to escalation. Briefly describe the impact of the less restrictive interventions. What behavior did the student exhibit to require a restrictive procedure? Was the intervention used to protect child/others from injury or to prevent serious property damage? Describe student and staff behavior during the intervention. (Use back of form, if necessary) Time Hold Began: _____ Ended: _____

What actions helped/what did not help? (Use back of form, if necessary)

Describe the procedure used to return the child to his/her routine activity, education setting, intervention, and/or site determined by the team, PBIS and/or administrator.

Was the hold an emergency? Yes ___ No ___ Was the hold least intrusive? Yes ___ No ___

Did the hold end when threat of harm ended? Yes ___ No ___

Is corrective action needed? Yes ___ No ___

Is the behavior likely to occur again? Yes ___ No ___

Follow-up action (to prevent need for future restrictive procedures):

Other restrictive procedures used in 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 ___

Place a copy of these forms in Student's Due Process File.

Send copies to: case manager, special ed coordinator and building principal

Appendix D

Building Oversight Committee Members: Carey Johnson, Lizz Peterson, Jennifer Martin, Michael Johnson, Steve Radtke, Jeremiah Burnham, Beth Welch, Melisa Brever

The Building Oversight Committee will meet quarterly to review data from the Critical Incident Data Sheets for Restrictive Procedures and the Staff Debriefing Meeting forms. The Committee will also complete and submit the Annual Summary of Use of Restrictive Procedures form from Minnesota Department of Education and establish a plan for addressing Committee recommendations. The Building Oversight Committee may be called together at other times to address the inappropriate use of physical holding and/or seclusion and determine and recommend training needs.