

Chatfield Schools ISD #227 Restrictive Procedures Plan

Minnesota Statutes, Section 125A.0942, Subd. 1

Schools that intend to use restrictive procedures shall maintain and make publicly accessible a restrictive procedures plan for children that includes at least the following: (1) the list of restrictive procedures the school intends to use; (2) how the school will monitor and review the use of restrictive procedures, including conducting post-use briefings and convening an oversight committee; and (3) a written description and documentation of the training staff completed under subdivision 5.

(A copy of this completed plan must be publicly accessible, on file at each district building, and on file with the district named director of special education.)

Date of initial Plan: 8/3/11

Revised: 11/28/16

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Date of initial plan: 8/3/11
Revised: 11/28/16

Chatfield School District #227

Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.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.

Chatfield School District #227 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). In the event a CPI team is needed, the following announcement shall be issued over the PA system: CPI team is needed in room #xxx. CPI trained individuals please report to room #xxx. If it is deemed law enforcement needs to be called, anyone may do so. However, if possible, the following chain of command should be followed: Building Principal, Case Manager, Counselor or Social Worker.

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 from physical injury to prevent serious property damage.
2. "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:
 - 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.
5. "Seclusion" means confining a child alone in a room from which egress is barred. 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. Hiawatha Valley Education District will post a list of all Crisis Prevention Institute (CPI) trainings and forward attendance records to the district on a quarterly basis. The district will maintain records of additional trainings provided within the district. Records of all trainings will be maintained at each building site. See Appendix A and B for Site Trainings and Attendance Forms, respectively.

When trained, the following employee job classifications are authorized and certified to use restrictive procedures:

- Licensed special education teacher
- School social worker
- School psychologist
- Behavior analyst certified by the National Behavior Analyst Certification Board
- A person with a master's degree in behavior analysis
- Other licensed education professional
- Highly qualified education paraprofessional
- Mental health professional

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;
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; and
10. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.

C. Restrictive Procedures and Seclusion

Restrictive procedures that may be used in emergency situations include physical holding and seclusion. Physical holding and seclusion will end when the threat of harm has ended and staff has determined that the student can safely return to the requested activity.

Physical Holdings

With required training, *Chatfield Elementary School* intends to use the following types of physical holding: Children's Control, Team Control, Team Escort, and Interim Control.

With required training, *Chatfield High School* intends to use the following types of physical holding: Team Escort and Team Control.

Seclusion

Chatfield Elementary School does not use any locked time out rooms for seclusion.

D. Prohibited Procedures

Chatfield Elementary School 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 (b) 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.

Chatfield High School 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 (b) 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 and/or Seclusion

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.

The use of restrictive procedures in emergency situations will be documented through the use of the Critical Incident Data Sheet for Restrictive Procedures (see Appendix E).

F. Documentation of Post-use Staff Debriefing Meeting

Each time physical holding or seclusion is used; the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing with involved staff within 2 school days of the incident 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 (see Appendix F) and the Staff Debriefing Meeting form (see Appendix G) will be sent to: ***the child's case manager, the district's special education director, the building principal***. A copy will be placed in the student's due process file. The principal will keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee (see Appendix H for list of committee members).

If the post-use debriefing meeting reveals that the use of physical holding or seclusion 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 Critical Incident Data Sheet for Restrictive Procedures (see Appendix F) and the Staff Debriefing Meeting form (Appendix G) to determine and recommend training needs.

G. Documentation for an IEP

The use of restrictive procedures in response to an emergency may be documented in the student's IEP or a behavior intervention plan attached to the IEP. Reviews will be conducted in accordance with MN Statute which requires when restrictive procedures are used twice in 30 days or when a pattern emerges and restrictive procedures are not included in a child's IEP or BIP, the district will hold a meeting of the IEP team. The team shall 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 IEP or BIP as appropriate. At the meeting the team will review any known medical or psychological limitations that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the IEP or BIP.

Record retention will be in accordance with district policies on student records.

H. Building Oversight Committees

The Building Oversight Committee will meet yearly to review data provided in the Critical Incident Data Sheet for Restrictive Procedures (Appendix F) and the Staff Debriefing Meeting form (see Appendix G). The Committee will complete the Building Oversight Committee Review Form (see Appendix I). The Building Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form (Appendix J). 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 or seclusion 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 Critical Incident Data Sheet for Restrictive Procedures (see Appendix F) and the Staff Debriefing Meeting form (Appendix F) to determine and recommend training needs.

I. Emergency Situations – Use of Restrictive Procedures

Chatfield Elementary School 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 BIP.

Building administrators will receive written notification when restrictive procedures are used in emergency situations. Records will be reviewed and summarized annually.

Chatfield High School 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 BIP.

Building administrators will receive written notification when restrictive procedures are used in emergency situations. Records will be reviewed and summarized annually.

J. Positive Behavior Interventions and Supports

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

Chatfield Elementary School and Chatfield High School uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention. (See Appendix A)

Appendix A

District Practices and Procedures: Positive Behavior Intervention Supports

The school board and staff employed by HVED School Districts believe that all students can experience success. We believe that behavior that is rewarded is more likely to be repeated. We believe that encouragement and positive reinforcement are effective techniques for changing behavior. Our goal is to model and shape prosocial behavior for the students under our care, using positive approaches that focus on skill acquisition.

PROMOTION OF THE USE OF POSITIVE APPROACHES

The District endeavors to encourage the use of positive interventions and strategies.

All staff who work directly with students with disabilities will be trained in the use of positive approaches to behavior management and in Non-Violent Crisis Prevention Intervention. This training will encourage the use of positive approaches and procedures, such as: praise and encouragement, planned ignoring, contracts, monitoring sheets, modeling of appropriate behavior, and proximity control.

Chatfield Elementary School staff and students are also trained using the “Second Steps” program which promotes empathy and positive ways in which to deal with others.

Appendix B

Chatfield School District #227

Site Trainings

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

(NOTE: HVED has reviewed and ensured focus on all requirements in CPI training plan.)

Skills and Knowledge Areas	Building _____	Building _____
1. Positive behavioral interventions	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
2. Communicative intent of behavior	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
3. Relationship building	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
4. Alternatives to restrictive procedures	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
5. De-escalation methods	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
6. Standards for using restrictive procedures	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
7. Obtaining Medical Assistance	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
8. Psychological/Physiological impact of restrict and seclusion	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
9. Physical signs of distress during restraint	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •
10. Recognizing symptoms of asphyxia during restraint	<ul style="list-style-type: none"> • CPI • 	<ul style="list-style-type: none"> • CPI •

**Requirements / Legal Citations:
Seclusion, Health and Safety Standards and Locking Mechanisms**

Requirements/Legal Citations Locking Mechanisms	Yes	No	Comments/Corrective Action Required to Meet Requirements
<p><u>Before using the room for seclusion:</u></p> <p>Receive written notice from local authorities that the room and the locking mechanisms comply with applicable building, fire, and safety codes <i>Minn. Stat. §125A.0942, Subd. 3(6)(i)</i></p>			
<p><u>Before using the room for seclusion:</u></p> <p>Register the room with the commissioner <i>Minn. Stat. §125A.0942, Subd. 3(6)(ii)</i></p>			
<p>At least six feet by five feet <i>Minn. Stat. §125A.0942, Subd. 3(5)(i)</i></p>			
<p>Well lit <i>Minn. Stat. §125A.0942, Subd. 3(5)(ii)</i></p>			
<p>Well ventilated <i>Minn. Stat. §125A.0942, Subd. 3(5)(ii)</i></p>			
<p>Adequately heated <i>Minn. Stat. §125A.0942, Subd. 3(5)(ii)</i></p>			
<p>Clean <i>Minn. Stat. §125A.0942, Subd. 3(5)(ii)</i></p>			
<p>Window that allows staff to directly observe a child in seclusion <i>Minn. Stat. §125A.0942, Subd. 3(5)(iii)</i></p>			
<p>Tamperproof fixtures <i>Minn. Stat. §125A.0942, Subd. 3(5)(iv)</i></p>			
<p>Electrical switches located immediately outside the door <i>Minn. Stat. §125A.0942, Subd. 3(5)(iv)</i></p>			
<p>Secure ceilings <i>Minn. Stat. §125A.0942, Subd. 3(5)(iv)</i></p>			
<p>Doors that open out <i>Minn. Stat. §125A.0942, Subd. 3(5)(v)</i></p>			
<p>Unlocked</p> <p>Locked with keyless locks that have immediate release mechanisms</p> <p>Locked with locks that have immediate release mechanisms</p> <p>Connected with a fire and emergency system <i>Minn. Stat. §125A.0942, Subd. 3(5)(v)</i></p>			
<p>Does not contain objects that a child may use to injure the child or others <i>Minn. Stat. §125A.0942, Subd. 3(5)(vi)</i></p>			

Appendix D Sample- Fire Marshall Checklist

Requirements/Legal Citations Locking Mechanisms	Yes	No	Comments/Corrective Action Required to Meet Requirements
<p>Locking devices shall release upon any of the following conditions: (1)Activation of the automatic sprinkler system, (2)Activation of any automatic fire detection device, (3)Activation of an automatic fire alarm system, (4)Loss of electrical power to the locking device or the fire alarm system, (5)Activation of the fire alarm trouble signal, (6)Operation of a manual switch located in an approved location (If one of 1-6 is not met, the locking device shall not be used) <i>SBC Minn. R. 1305.1008, subp. 8</i> <i>SFC Minn. R. 7511.1008, subp. 3</i></p>			
<p>All locking devices shall be designed to fail in the open position <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>Following the release of the locking devices for any of the conditions specified above (1-6), relocking of the device shall be by manual means only at the door <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>If locking device is used, the room or area being secured must be protected with quick-response sprinklers <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>If locking device is used, the room or area and spaces between the room or area and an outside exit door shall be protected with automatic smoke detection connected to the building's fire alarm system <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>If the walls of the room or area do not extend to the ceiling, automatic smoke detection can be provided in the adjacent room or area, provided that there are no substantial obstructions to delay activation of the smoke detection. <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>If locking device is used, the room or area shall be constructed of noncombustible materials having a minimum of one-hour fire-resistive construction <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>If locking device is used, the doors separating the room from other spaces shall swing with egress travel from the room and have a fire-protection rating of not less than 20 minutes. (Doors need not be self-closing). <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			

Appendix D Sample- Fire Marshall Checklist

Requirements/Legal Citations Locking Mechanisms	Yes	No	Comments/Corrective Action Required to Meet Requirements
If locking device is used, the interior finish of the wall and ceiling surfaces must not exceed a Class III (or Class C) flame spread rating <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i>			
Locking devices shall be tested at least monthly to ensure they release under the conditions 1-5 above. (If one of 1-5 is not met, the locking device shall not be used). <i>SFC Minn. R. 7511.1008, subp. 3</i>			
Room is located on a floor that provides direct grade level access when located in buildings or portions thereof consisting of nonrated construction. <i>SBC Minn. R. 1305.1008, subp. 5</i>			

Chatfield Elementary School and Chatfield High School will not use seclusion and therefore has no need for Appendix E which would discuss seclusion room procedures.

Chatfield Public Schools ISD #227 Critical Incident Data Sheet for Restrictive Procedures																																																																						
Student Name: _____					DOB: _____																																																																	
Building: _____					Date of Incident: _____																																																																	
<p>Directions: Complete this form whenever a physical hold (P) or seclusion (S) is used. All students must be monitored by an adult at all times. End the intervention when the threat of harm ends and staff determine that the student can safely return to the classroom or activity. *A debriefing meeting must be held within 2 days and a Staff Debriefing Meeting form completed.</p>																																																																						
Involved Staff: _____																																																																						
Signature of person completing this form: _____																																																																						
Description of incident: _____																																																																						
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Type P/S</th> <th colspan="2">Intervention Time</th> <th rowspan="2">Location</th> <th colspan="4">Type of Physical Hold Used (options below)</th> <th rowspan="2">*Other (see below)</th> <th rowspan="2">Denied (Y/N) Water</th> <th rowspan="2">Denied (Y/N) Restroom</th> </tr> <tr> <th>Start</th> <th>End</th> <th>CC</th> <th>TC</th> <th>TE</th> <th>IC</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td>CC</td> <td>TC</td> <td>TE</td> <td>IC</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td>CC</td> <td>TC</td> <td>TE</td> <td>IC</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td>CC</td> <td>TC</td> <td>TE</td> <td>IC</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td>CC</td> <td>TC</td> <td>TE</td> <td>IC</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>										Type P/S	Intervention Time		Location	Type of Physical Hold Used (options below)				*Other (see below)	Denied (Y/N) Water	Denied (Y/N) Restroom	Start	End	CC	TC	TE	IC					CC	TC	TE	IC								CC	TC	TE	IC								CC	TC	TE	IC								CC	TC	TE	IC			
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	Start	End		CC	TC	TE	IC																																																															
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				CC	TC	TE	IC																																																															
				CC	TC	TE	IC																																																															
Was seclusion conducted in a room other than a specially designed approved and registered time out room? Yes ___ No ___ Room location _____																																																																						
Any clothing removed? Shoes ___ Belt ___ Pocket Contents ___ Other _____																																																																						
Was meal delayed due to extreme behavior or safety concern? Yes ___ No ___																																																																						
Explanation: _____																																																																						
Intervention was used to protect child or others from physical injury? Yes ___ No ___																																																																						
Intervention was used to prevent serious property damage? Yes ___ No ___																																																																						
Positive and least restrictive interventions tried before use of restrictive procedure:																																																																						
<input type="checkbox"/> Redirection, Correction, Verbal or Non-verbal Feedback <input type="checkbox"/> Brief supervised removal – (another location for purposes of engaging in activities or discussion related to behavior, thoughts or feelings.) <input type="checkbox"/> Safe place to relax/regroup (voluntary) <input type="checkbox"/> Other: _____ <input type="checkbox"/> Description of why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical: _____																																																																						
<p>Parent(s) Notification: Parents must be notified the same day the procedure is used. A written or electronic notice will be sent within 2 days if unable to notify on same day.</p>																																																																						
Date: _____					Time: _____																																																																	
Parent Name: _____					By Whom: _____																																																																	
Parent Comments: _____																																																																						
Was law enforcement contacted? Yes ___ No ___ By Whom: _____																																																																						
Outcome of call: _____																																																																						

Physical Hold Options: Children’s Control=CC, Team Control=TC, Team Escort=TE, Interim Control=IC
***Other:** Adaptations as taught and monitored by a qualified CPI Instructor.

**Chatfield Public Schools ISD #227
Staff Debriefing Meeting**

Student Name: _____ **DOB:** _____ **Building:** _____

Date of Debrief: _____ **Date of Incident:** _____

Student on an IEP: Yes _____ No _____ BIP in Place: Yes _____ No _____
 Was IEP followed: Yes _____ No _____ Was BIP 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.

What actions helped/what did not help?

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

Was the hold/seclusion an emergency? Yes _____ No _____
 Was the hold/seclusion least intrusive? Yes _____ No _____
 Did the hold/seclusion 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):

Behavior history:

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 director building principal other _____

Chatfield Public Schools ISD #227

**Building Oversight Committee Members
(2015-2016 School Year)**

The District Oversight Committee will meet quarterly to complete the Review Form (Appendix H) based on data provided in the Critical Incident Data Sheet for Restrictive Procedures (Appendix E) and the Staff Debriefing Meeting (Appendix F) forms. The Committee will also complete the Annual Summary of Use of Restrictive Procedures form (Appendix I) 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. This committee may meet after each physical restraint is used to engage in therapeutic rapport and cognitive coaching to determine if improvements can/could have been made.

Chatfield Elementary School Oversight Committee Members and Roles

<i>Current Member</i>	<i>Position</i>
<i>Craig Ihrke</i>	<i>Principal</i>
<i>Sara Duxbury</i>	<i>Counselor</i>
<i>Linda Zeccardi</i>	<i>EB/D Teacher</i>
<i>Helen Lange</i>	<i>Paraprofessional</i>
<i>Randy Eckerson</i>	<i>School Psychologist</i>

Chatfield High School Oversight Committee Members and Roles

<i>Current Member</i>	<i>Position</i>
<i>Randy Paulson</i>	<i>Principal</i>
<i>Shannon Love</i>	<i>Social Worker</i>
<i>Carlisle Corson</i>	<i>EB/D Teacher</i>
<i>Kirsten Johnston</i>	<i>Special Education Teacher</i>
<i>Randy Eckerson</i>	<i>School Psychologist</i>

Summary of Critical Incident Data Sheet

Frequency of Use: Increased Decreased Same
Duration of Use: Increased Decreased Same

Were the positive interventions consistently used prior to use of a restrictive procedure? Yes No

Were parents routinely notified on the same day of the procedure or within 2 days via written or electronic notice? Yes No

Summary of Staff Debriefing Meeting forms:

Is there a pattern of antecedents? Yes No Specify _____

Is there a pattern of Behaviors? Yes No Specify _____

Is there a pattern of staff responses? Yes No Specify _____

Is there a pattern of interventions that helped return this student to his/her routine activities ASAP?
Yes No Explain: _____

Is there a pattern of interventions that escalated student behaviors? Yes No Explain: _____

Were procedures routinely discontinued when threat of harm ended? Yes No

Were procedures routinely used only in an emergency? Yes No

Members of the Reviewing Team:

**Chatfield Public Schools ISD #227
Annual Summary of Use of Restrictive Procedures**

School: _____ **Date:** _____

Staff Training:

How many staff members received the required CPI training in your building? _____

Did any untrained staff participate in a restrictive procedure? Yes ____ No ____ If yes, what was the rationale? _____

Seclusionary Time Outs:

How many seclusionary time outs were used during the school year? _____

Were any seclusionary time outs conducted in other than the specially designed time out room? Yes No

Were seclusionary time outs used only in response to an "Emergency?" Yes No

If the answer is "no," explain why and the corrective action taken: _____

Seclusionary time out room(s) was/were inspected during the school year? Yes No

Any repairs to the room(s) have/have been made? Yes No

If no, responsible parties have been contacted to ensure room(s) has/have been repaired? Yes No

All room repairs must be made prior to the start of the next school year.

Physical Holding:

How many physical holdings were used during the school year? _____

Were physical holdings used only in response to an "Emergency?" Yes No

If the answer is "no," explain why and the corrective action taken: _____

Prohibited Use:

Did the debriefing teams find incorrect or prohibited use of a restrictive procedure? Yes No

If "yes," what corrective action was taken: _____

Building Oversight Committee Recommendations for the Next Year (include training):

