

## St. Peter Public School District's Restrictive Procedures Plan

St. Peter Public School District is committed to providing for the care, welfare, safety and security of both the students they serve and for the staff and all others who are a part of our programming. This is done through the promoting of positive approaches for behavioral interventions for all students, watching for early warning signs of distress and implementing strategies for early intervention and de-escalation to attempt to interrupt behaviors before individuals become a danger to themselves or others.

Select members of St. Peter Public School District special education staff are trained to identify levels of behavior in individuals in crisis, including children with disabilities, and to respond with appropriate approaches to meet their needs at each level, following the *Nonviolent Crisis Intervention* model. Restrictive procedures are only used in an emergency situation staff and as a last resort when staff have determined that an individual is a danger to themselves or others and that the risks of implementing restrictive procedures are less than the danger the individual presents. The use of restrictive procedures may include the use of physical holding and/or the use of seclusion. St. Peter Public School District will adhere to the standards and requirements of Minnesota Statutes 125A.094 *Restrictive Procedures for Children with Disabilities*.

Law	Restrictive Procedures Plan
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)	Schools that intend 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.
Definition found at Minnesota Statutes, section 125A.0941(f)	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.
Definition found at Minnesota Statutes, section 125A.0941(b)	An 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.

Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 2(f)	Restrictive procedures may be used only in response to behavior that constitutes an emergency, even if written into a child's Individual Education Plan (IEP) or Behavior Intervention Plan (BIP) / Positive Behavior Support Plan (PBSP)
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(1)	<p><b>I. St. Peter Public School District intends to use the following restrictive procedure: Physical Holding.</b></p>
Definition found at Minnesota Statutes, section 125A.0941(c)	<p><b>A. Physical holding:</b></p> <p>1. 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.</p>
Definition found at Minnesota Statutes, section 125A.0941(c)	<p>2. The term physical holding does not mean physical contact that:</p> <ul style="list-style-type: none"> <li>a) Helps a child respond or complete a task;</li> <li>b) Assists a child without restricting the child's movement;</li> <li>c) Is needed to administer an authorized health-related service or procedure; or</li> <li>d) Is needed to physically escort a child when the child does not resist or the child's resistance is minimal.</li> </ul> <p>3. St. Peter Schools intends to use the following types of physical holding:</p> <ul style="list-style-type: none"> <li>a. <b>CPI Children's Control Position</b> is a physical hold that is designed to be used with a student that is smaller than the adult. Additional staff need 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.</li> <li>b. <b>CPI Team Control Position</b> 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.</li> <li>c. <b>CPI Transport</b> 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.</li> </ul>

	<p>d. <b><i>CPI Interim Control Position</i></b> 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.</p> <p>e. <b><i>CPI Physical Holding in a Standing Position</i></b> 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 students 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.</p> <p>f. <b><i>CPI Physical Holding in a Seated Position</i></b> uses the same outside/inside principles and levels of holding while all three individuals (two staff and the student) are all seated.</p>
Definition found at Minnesota Statutes, section 125A.0941(g)	<p><b>B. Seclusion</b></p> <ol style="list-style-type: none"> <li>1. Seclusion means confining a child alone in a room from which egress is barred.</li> <li>2. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room.</li> </ol>
Definition found at Minnesota Statutes, section 125A.0941(g)	<ol style="list-style-type: none"> <li>3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.</li> </ol>
Requirements found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)	<ol style="list-style-type: none"> <li>4. St. Peter Public School District does not use seclusion.</li> </ol>
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)	<p><b>II. St. Peter Public School District will implement a range of positive behavior strategies and provide links to mental health services.</b></p>

<p>Definition found at Minnesota Statutes, section 125A.0941(d)</p>	<p><b>A. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.</b></p>
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)</p> <p>Encouragement found at Minnesota Statutes, section 125A.0942, Subdivision 6<sup>1</sup></p>	<p><b>B. St. Peter Public School District implements the following positive behavior strategies</b></p> <p>Saint Peter Public School District utilizes <u>P</u>ositive <u>B</u>ehavior <u>I</u>nterventions and <u>S</u>upports (PBIS). PBIS is a district-wide approach to explicitly define, teach, practice, and review, the positive behaviors we expect from our students. PBIS focuses on the positive and proactive teaching and reinforcement of appropriate school behaviors.</p> <p>At Saint Peter Middle and High School, we expect all students to:</p> <p><i>Act Responsibly</i></p> <p><i>Live with Integrity</i></p> <p><i>Show Respect</i></p> <p>If all involved in the Saint’s community act responsibly, live with integrity, and show respect, we can ensure a positive and safe learning environment for all.</p> <p>Saint Peter Middle and Senior High utilizes minors and majors as a means of tracking inappropriate behavioral patterns within individual students and the student body as a whole. Minors are assigned to behaviors which are small infractions of behavioral expectations and dealt with at the individual teacher level. Majors are assigned to large behavioral infractions and dealt with at the guidance or office level. Informed by behavioral data (minors and majors), we are able to adjust the way we teach appropriate behaviors and respond to those who need extra support.</p> <p><b>See <a href="#">Appendix D</a> for South Elementary’s PBS Plan</b></p>
<p>Requirement found at Minnesota Statutes, section</p>	<p><b>C. St. Peter Public School District provides the following links to mental health services</b></p> <p>Children’s mental health services can be accessed through the child’s county of residence including:</p>

<sup>1</sup> Minnesota Statutes, section 125A.0942, Subd, 6 encourages school districts to establish effective school-wide systems of positive behavior interventions and supports.

<p>125A.0942, Subdivision 1(a)(2)</p>	<ol style="list-style-type: none"> <li>1. Le Sueur County: (507) 357-8228 or <a href="http://www.co.lesueur.mn.us/departments/human_services/childrens_services/the_mental_health_needs_of_children_and_youth.php">http://www.co.lesueur.mn.us/departments/human_services/childrens_services/the_mental_health_needs_of_children_and_youth.php</a></li> <li>2. Nicollet County: (507) 386-4528 or <a href="http://www.co.nicollet.mn.us/214/Child-Family-Services">http://www.co.nicollet.mn.us/214/Child-Family-Services</a></li> </ol>
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(3); <i>See also</i>, Minnesota Statutes, section 122A.09, Subdivision 4(k) and Minnesota Rule 8710.0300</p>	<p><b>III. St. Peter Schools will provide training on de-escalation techniques.</b></p> <p><b>A. Minnesota Valley Education District provides the following training on using positive behavior interventions to select St. Peter Public School District special education staff:</b></p> <ol style="list-style-type: none"> <li>1. Crisis Prevention Institute (CPI) Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</li> <li>2. Positive Behavior Support Plan Development and Implementation</li> <li>3. Social Skills Curriculum Development and Instruction</li> <li>4. Conducting Functional Behavioral Assessments</li> </ol> <p><b>B. St. Peter Public School District provides the following training on accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state’s graduation standards to select staff:</b></p> <ol style="list-style-type: none"> <li>1. Special Education Due Process and Compliance</li> <li>2. Reading Intervention Strategies and Curriculum Development</li> <li>3. Writing Effective Goals</li> <li>4. Assistive Technology</li> </ol>
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)</p>	<p><b>IV. Minnesota Valley Education District and St. Peter Public School District will monitor and review the use of restrictive procedures in the following manner:</b></p>

<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(5)</p>	<p><b>A. Documentation:</b></p> <ol style="list-style-type: none"> <li>1. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes, the following information: <ol style="list-style-type: none"> <li>a) A description of the incident that led to the physical holding or seclusion;</li> <li>b) Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;</li> <li>c) The time the physical holding or seclusion began and the time the child was released; and</li> <li>d) A brief record of the child’s behavioral and physical status.</li> </ol> </li> </ol>
	<ol style="list-style-type: none"> <li>2. Attached, as <b>Appendix A</b> is St. Peter Schools forms used to document the use of physical holding.</li> </ol>
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)(i)</p>	<p><b>B. Post-use debriefings, consistent with documentation requirements:</b></p> <ol style="list-style-type: none"> <li>1. 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 the student’s case manager, within <i>24 hours</i> after the incident concludes.</li> </ol>
	<ol style="list-style-type: none"> <li>2. The post-use debriefing will review the following requirements to ensure the physical holding was used appropriately (<b>Appendix B</b>) and addresses the following information:</li> </ol>
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)<sup>2</sup></p>	<ol style="list-style-type: none"> <li>a) Whether the physical holding was used in an emergency.</li> </ol>

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<sup>2</sup> Minnesota Statutes, section 125A.0942, Subd. 3(a) requires that restrictive procedures only be used in response to behavior that constitutes an emergency.

Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(1) <sup>3</sup>	b) Whether the physical holding was the least intrusive intervention that effectively responds to the emergency.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(2) <sup>4</sup>	c) Whether the physical holding was used to discipline a noncompliant child.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(3) <sup>5</sup>	d) Whether 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.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(4) <sup>6</sup>	e) Whether the staff directly observed the child while physical holding was being used.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(5) <sup>7</sup>	f) Whether the documentation was completed correctly.

<sup>3</sup> Minn. Stat. § 125A.0942, Subd. 3(a)(1) requires physical holding or seclusion be the least restrictive intervention that effectively responds to the emergency.

<sup>4</sup> Minn. Stat. § 125A.0942, Subd. 3(a)(2) requires physical holding or seclusion NOT be used to discipline a noncompliant child.

<sup>5</sup> Minn. Stat. § 125A.0942, Subd. 3(a)(3) requires the physical holding or seclusion end when the threat of harm ends and the staff determines the child can safely return to the classroom or activity.

<sup>6</sup> Minn. Stat. § 125A.0942, Subd. 3(a)(4) requires staff to directly observe the child while physical holding or seclusion is being used.

<sup>7</sup> Minn. Stat. § 125A.0942, Subd. 3(a)(5) requires the staff person who implements or oversees the physical holding or seclusion to document, each time physical holding or seclusion is used, as soon as possible after the incident concludes, the following information: (i) a description of the

Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(b) <sup>8</sup> and Minn. § 125A.0942, Subdivision 2(f) <sup>9</sup>	g) Whether the parents were properly notified.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(c) <sup>10</sup>	h) Whether an IEP team meeting needs to be scheduled. Staff are trained that a meeting needs to be scheduled after two incidents of restraint for a child.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(a) <sup>11</sup>	i) Whether the appropriate staff used physical holding.

incident that led to the physical holding or seclusion; (ii) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; (iii) the time the physical holding or seclusion began and the time the child was released; and (iv) a brief record of the child's behavioral and physical status.

<sup>8</sup> Minn. Stat. § 125A.0942, Subd. 2(b) requires a school to make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child, or if the school is unable to provide same-day notice, notice is sent within two days by written or electronic means or as otherwise indicated by the child's parent.

<sup>9</sup> Minn. Stat. § 125A.0942, Subd. 2(f) provides that an IEP team may plan for using restrictive procedures and may include these procedures in a child's IEP or BIP; however, the restrictive procedures may be used only in response to behavior that constitutes an emergency. The IEP or BIP shall indicate how the parent wants to be notified when a restrictive procedure is used.

<sup>10</sup> Minn. Stat. § 125A.0942, Subd. 2(c) requires the district to hold a meeting of the IEP team: within ten 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 IEP or BIP 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 provides for using restrictive procedures in an emergency.

<sup>11</sup> Minn. Stat. § 125A.0942, Subd. 2(a) requires restrictive procedures only be used by a 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, paraprofessional, or mental health professional, who has completed training.

Requirement found at Minn. Stat. § 125A.0942, Subdivision 5	j) Whether the staff that used physical holding was appropriately trained.
	3. If the post-use debriefing reveals that the use of physical holding or seclusion was not used <i>appropriately</i> St. Peter Schools will ensure immediate corrective action is taken, by requiring a mandatory re-training of all staff involved in the use of Restrictive Procedures and a review of the district's Restrictive Procedure Plan within one week of the incident. This training and review will be facilitated by one of the district's CPI instructors. In addition the Director of Special Education will meet with any identified staff to discuss additional supervision and/or procedures to prevent any future incidents of non-compliance.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(b) <sup>12</sup>	<p><b>C. Oversight committee</b></p> <p>1. Minnesota Valley Education District and St. Peter Public School District publicly identifies the following oversight committee:</p> <ul style="list-style-type: none"> <li>a) Amy Johnson: L.I.C.S.W.;</li> <li>b) Melissa Wagner: expert in positive behavior intervention;</li> <li>c) Bob Vaadeland: special education administrator;</li> <li>d) John Lustig: Minnesota Valley School administrator;</li> <li>e) Doreen Oelke: South Elementary Principal.</li> </ul>

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<sup>12</sup> Minn. Stat. § 125A.0942, Subd, 2(b) requires schools to annually publicly identify oversight committee members who must at least include: (1) a mental health professional, school psychologist, or school social worker; (2) an expert in positive behavior strategies; (3) a special education administrator; and (4) a general education administrator.

<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(4)(ii)<sup>13</sup></p>	<p>2. Minnesota Valley Education District/ St. Peter Public School District's oversight committee meets quarterly on:</p> <ul style="list-style-type: none"> <li>a) First Monday in November</li> <li>b) First Monday in February</li> <li>c) First Monday in April</li> <li>d) First Monday in June</li> </ul>
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision (1)(a)(4)(ii)</p>	<p>3. Minnesota Valley Education District/ St. Peter Public School District's oversight committee will review the following:</p> <ul style="list-style-type: none"> <li>a) 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 restrictive procedures;</li> <li>b) The number of times a restrictive procedure is used school wide and for individual children;</li> <li>c) The number and types of injuries, if any, resulting from the use of restrictive procedures;</li> <li>d) Whether restrictive procedures are used in nonemergency situations;</li> <li>e) The need for additional staff training; and</li> <li>f) Proposed actions to minimize the use of restrictive procedures.</li> </ul>
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(5) and Subdivision 5</p>	<p><b>V. Staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:</b></p> <p><b>A. Positive behavioral interventions</b></p> <ul style="list-style-type: none"> <li>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</li> </ul>

<sup>13</sup> Minn. Stat. § 125A.0942, Subd. 1(a)(4)(ii) requires that an oversight convene to undertake a quarterly review of the use of restrictive procedures.

	<p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p> <p><b>B. Communicative intent of behaviors</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p> <p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>C. Relationship building</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p> <p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p> <p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>E. De-Escalation methods</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p>

	<p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>F. Standards for using restrictive procedures only in an emergency</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p> <p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>G. Obtaining emergency medical assistance</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p> <p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>H. The physiological and psychological impact of physical holding and seclusion</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p> <p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>I. Monitoring and responding to a child’s physical signs of distress when physical holding is being used</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p>

	<p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used</b></p> <p>1. CPI Trainings: Initial Foundations Training; Keypoint Refresher Integrating PBIS; Effective Limit Setting; The Power of Listening; Bullying Behaviors.</p> <p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and</b></p> <p>1. During all CPI trainings and refreshers, staff are given additional instruction for the district’s procedures for timely reporting and documenting of each incident involving the use of a restrictive procedure. This includes how to document and who to notify.</p> <p>2. See <b>Appendix C</b> for list of staff, and dates they attended Initial Foundation and Refreshers. All staff who attend and pass initial training for eight hours and attend at least three hours of refresher training are certified by CPI.</p>
	<p><b>L. Schoolwide programs on positive behavior strategies</b></p> <p>1. All staff are trained on the use of positive behavior strategies as a part of mandatory before school meetings, during ongoing staff meetings and PLC (Professional Learning Community) meetings throughout the school year. In addition, all special education teachers are trained annually in mandatory due process, which includes the creation and implementation of Positive Behavior Support Plans (PBSP).</p> <p>2. All special education staff at the school are automatically trained in all of the strategies listed in this plan (See Section II, B on page 4).</p>

Prohibitions found at Minn. Stat. § 125A.0942, Subdivision 4(1-9)

**VI. St. Peter Public School District will never use the following prohibited procedures on a child:**

- A. Engaging in conduct prohibited under section 121A.58 (corporal punishment);**
- B. Requiring a child to assume and maintain a specified physical position, activity, or posture 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.**

**Appendix A:** Forms Documenting the Use of Restrictive Procedures

## Use of Restrictive Procedures: Physical Hold

Student: ID: Date:  

School: Grade: DOB:

Gender: Primary Disability:

Part A. Is the student [Hispanic/Latino](#)?

Yes  No

Part B. What is the student's race? (Choose one or more)

- [American Indian or Alaska Native](#)  [Asian](#)  
 [Black or African American](#)  [White](#)  
 [Native Hawaiian or Other 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:**

Order	Name of Team Member First/Last	Title		Remove
<input type="text" value="1"/>	<input type="text"/> <input type="text"/>	<input type="text"/>		
<input type="text" value="2"/>	<input type="text"/> <input type="text"/>	<input type="text"/>		
<input type="text" value="3"/>	<input type="text"/> <input type="text"/>	<input type="text"/>		

\* Your team member list can be edited in "Your Setup". [ [Print team member list.](#) ]

Person completing this form: 

Position:

Phone:

**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?

Yes  No

Explain why a less restrictive intervention failed or was determined to be inappropriate or impractical:

A large, empty rectangular text box with a light gray background and a thin border. It contains no text. To the right of the box are three small, vertically stacked square buttons with upward, downward, and double-headed arrow icons. Below the box is a horizontal bar with a left arrow, a right arrow, and a double-headed arrow icon.

Did the physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity:

Yes  No

Explain:

A large, empty rectangular text box with a light gray background and a thin border. It contains no text. To the right of the box are three small, vertically stacked square buttons with upward, downward, and double-headed arrow icons. Below the box is a horizontal bar with a left arrow, a right arrow, and a double-headed arrow icon.

Did staff directly observe the child during the physical hold:

Yes  No

Explain:

A large, empty rectangular text box with a light gray background and a thin border. It contains no text. To the right of the box are three small, vertically stacked square buttons with upward, downward, and double-headed arrow icons. Below the box is a horizontal bar with a left arrow, a right arrow, and a double-headed arrow icon.

Did staff sustain an injury as a result of the physical holding:

Yes  No

Did the student sustain an injury as a result of the physical holding:

Yes  No

Time physical hold began:  :  AM  Ended:  :  AM  Total Time:

**REMOVAL FROM SCHOOL**

Was the student removed from school by a police officer at the request of school personnel:  Yes  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:  :  AM

Notified by: 

How notified: 

⏪⏩

Appendix B: Form Documenting Staff Debriefing

# Staff Debriefing Meeting Documentation Form

Date of Incident:

Date of Debriefing:

Student:

ID:

DOB:

School:

Grade:

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:  Yes  No

Was IEP implemented correctly?  Yes  No

Was a BIP in place:  Yes  No

Was BIP implemented correctly?  Yes  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 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 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:  

1	<input type="text"/>	<input type="text"/>		
2	<input type="text"/>	<input type="text"/>		
3	<input type="text"/>	<input type="text"/>		
4	<input type="text"/>	<input type="text"/>		
5	<input type="text"/>	<input type="text"/>		

\* Your team member list can be edited in "Your Setup". [ [Print team member list.](#) ]

## Appendix C: Staff Trained in CPI, Including Mandatory Training Requirements

St. Peter	Initial	Keypoint	Limit Setting	Bullying	Listening
Ticalle Andros (HS)	8/27/2015				
Paul Johnson (South)	8/27/2015				
April Pehrson (ECSE)	8/27/2015				9/23/2016
Ann Schimmel (South)	8/27/2015				
Darla Sykes (ECSE)	8/27/2015				9/23/2016
Maria Odette Breton (South)	8/27/2015				
Nathan Struka (South)	8/27/2015				8/17/2016
David Ribar (South/North)	8/27/2015				8/17/2016
Sarah Sharpen (South)	8/27/2015				
Jessica Hughes (South)	8/27/2015				8/17/2016
Stacy Abel (South)	8/27/2015				8/17/2016
Tasha Stier (North)	8/27/2015				
Michel Freeman (North)	8/27/2015				
Gina Franklin (North)	8/27/2015				
Sammel Maas (North)	8/27/2015				
Shannon Guimond (North)	8/27/2015				
Sarah Carstensen (North)	9/19/2014			8/26/2015	
Deb Hentges (North)	11/14/2014			8/26/2015	8/24/2016
Carol Knutson (South)	11/14/2014			8/26/2015	8/17/2016

Elise Schneider (South)	8/19/2013		8/25/2014	8/26/2015	
Cindy Bruce (South)	8/22/2011	8/19/2013	8/25/2014	8/26/2015	8/17/2016
Tara Johnson (South)	8/19/2013		8/25/2014	8/26/2015	8/17/2016
Missy Terpstra (South)	8/22/2011	8/19/2013	8/25/2014	8/26/2015	8/17/2016
Jason Toupenca (South)	9/19/2014			8/26/2015	
Melinda Jentz	8/22/2011	8/19/2013	8/25/2014		
Anita Tuomala (South)	8/22/2011	8/24/2015	8/25/2014		8/17/2016
Tabitha Braam	9/20/2012	9/19/2013	8/25/2014		
Connie Brezina (South)	11/4/2013		11/6/2015		8/17/2016
Isabelle Sehe (3-8)	10/9/2015		11/14/2014		
Julie Carlblom (South)	11/4/2013		11/6/2015		8/17/2016
Beth Kallaus (South)	11/4/2013		10/5/2015		8/17/2016
<a href="#">Darin Dougherty (North)</a>	11/14/2013				
Ytive Prafke (South)	11/14/2013		11/6/2015		9/23/2016
Erin Stueber	11/19/2013		11/6/2015		
Janell Larson	11/19/2013		11/6/2015		
Michelle Hollicky(South)	11/19/2013		11/6/2015		
Nick Moelter (South)	8/25/2016				
Mariah Myra (South)	11/19/2013		11/6/2015		9/23/2016
<a href="#">Ashley Hughes (North)</a>	4/4/2014				
Cindy Hauer (North)	4/4/2014		10/5/2015		
<a href="#">Leslie Miller Gordiner (MS)</a>	4/4/2014				
Carol Glass (South)	?	8/24/2015	8/25/2014		8/17/2016

Liz Tholen	9/19/2014		11/9/2015		
Brandon Streich (South)	9/19/2014		10/5/2015		8/17/2016
Bridget Klein (South)	11/14/2014	8/24/2015			
Jane Oachs (North)	11/14/2014		10/5/2015		
<a href="#">Vicki Wilner</a>	11/14/2014				
<a href="#">Lance Johnson</a>	11/14/2014				
<a href="#">Krystal Holland</a>	11/14/2014				
Keith Hanson	6/8/2015				
Kathy (Woyda) Johnson (South)	10/9/2015				8/17/2016
Brandi Roeker (North)	10/9/2015				
Julie Emley (North)	10/9/2015				
Kellie Satrom	?		11/6/2015		9/23/2016
Deb Quick	12/14/2015				
Tanner Schmidt	12/14/2015				
Cassie Commiskey	12/14/2015				8/17/2016
Cheryl Chermak	12/14/2105				
Shelly Torbenson					8/17/2016
Heather Knutson (North)	8/30/2016				
Lori Hanson (North)	8/30/2016				
Angela Krueger	8/30/2016				
Nicole Sund	8/30/2016				

Debbie Niederriter	8/25/2016				
Rebecca Connor (South)	8/25/2016				
Keri Ellingson (South)	8/25/2016				
Dave Greisen (HS)	8/25/2016				
Erin Domras	8/25/2016				
Martha Kyoore	8/25/2016				
Heather Sather (HS)	8/25/2016				
Denise Blaschko	8/25/2016				
Jennie Schaffer (North)	10/3/2016				
Brenda Eggen (HLC)	10/3/2016				
Eli Vavreck (HLC)	10/3/2016				
Ashley Hughes (North)	10/3/2016				
Cathy Leonard	10/28/2016				
Crystal Lemke	10/28/2016				
Lori Webster	10/28/2016				
Erin Auau	10/28/2016				

## **Appendix D: South Elementary's PBS Plan**

### **South Stars' Pledge**

At South, we treat each other with respect, take responsibility for our learning, and strive for a safe school for all.

### **School Wide Expectations**

We believe that a well-disciplined school climate is essential to enhance student pride and care for themselves, others, and the learning environment. The way children feel about themselves, classmates, and school, definitely affects their attitude and ability to learn. With your help, a healthy, positive attitude can be developed about school and the value of learning.

Our goal is to guide students to work for positive behavior choices. We want students who leave South Elementary Early Learning Center to possess academic and social skills that will prepare them to function as responsible citizens.

As an Early Learning Center, our faculty and staff understand that students are learning what it means to be responsible, respectful and safe. Learning these skills is a normal part of childhood development. A number of services are in place at South Elementary Early Learning Center to provide students with assistance when needed to address behavioral and/or academic needs.

#### **\* Classroom**

- Behavior expectations and modeling begin here
- Classroom management strategies are in place

#### **\*STAR Room (Stop-Think-And-Reflect)**

- Purpose is to support the child both academically and behaviorally in a calm, quiet environment
- A plan will be developed with your child and sent home for your review

#### **\*Individual/ Group Counseling**

- Available upon referral with parent permission

-Student will work with a licensed professional

\*Crisis Prevention Intervention (CPI)

-Program is a safe, non-harmful behavior management system designed to help staff provide the best possible care, welfare, safety, and security for children in crisis

## **Behavior Plan**

### **Problem Solving Team**

This is a team of teachers representing all aspects of the school program. This team meets to initiate and direct the intervention process for at risk student. The team consults with the teacher to provide support and documentation of two research based and scientifically tested interventions for students prior to diagnosis as Learning Disabled or Special Education.

### **STAR room (Stop Think And Reflect)**

The purpose of the STAR Room is to support the learning environment for South Elementary ELC students and teachers when educational and disciplinary measures used in the classroom have proven to be ineffective.

### **Crisis Prevention Intervention**

CPI are certified staff members trained in crisis intervention. The program is a safe behavior management system designed to help staff provide for the best possible Care, Welfare, Safety, and Security of disruptive children.

**Care -- showing** compassion and empathy

**Welfare -- supporting** emotional and physical well-being

**Safety -- preventing** danger, risk, and injury

**Security -- ensuring** harmony not harm

**STAR PRIDE AT SOUTH ELEMENTARY SCHOOL**

	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Safe</b>
Classroom	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Follow directions</li> <li>• Use inside voice</li> <li>• Be kind</li> </ul>	<ul style="list-style-type: none"> <li>• Be ready to learn</li> <li>• Do your best</li> <li>• Tell the truth</li> <li>• Clean up</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Use materials appropriately</li> <li>• Walk</li> <li>• Ask an adult to go other places</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Look at teacher</li> <li>• Listen quietly</li> <li>• Use good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention</li> <li>• Follow directions</li> <li>• Do your best</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your own space</li> <li>• Use best singing voice</li> <li>• Do actions properly</li> </ul>
Phy Ed	<ul style="list-style-type: none"> <li>• Be a good listener</li> <li>• Take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all tasks (individual/group)</li> <li>• Follow directions</li> <li>• Help pick up equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Wear proper shoes &amp; clothes</li> <li>• Use equipment properly</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Look at teacher</li> <li>• Listen to teacher</li> <li>• Share with others</li> <li>• Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Clean up after yourself</li> <li>• Put away supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Use art tools safely and appropriately</li> <li>• Clean up spills</li> <li>• Push in chairs</li> </ul>
Hallway	<ul style="list-style-type: none"> <li>• Quiet</li> <li>• Keep hands and feet to self</li> <li>• Stand in line quietly</li> <li>• Face forward</li> </ul>	<ul style="list-style-type: none"> <li>• Face forward</li> <li>• Walk quietly</li> <li>• Stay out of lockers</li> </ul>	<ul style="list-style-type: none"> <li>• Face forward</li> <li>• Walk</li> <li>• Keep hands and feet to self</li> </ul>

Cafeteria	<ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Listen to adults</li> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Clean up area</li> <li>• Throw away trash</li> <li>• Put trays &amp; utensils on cart</li> </ul>	<ul style="list-style-type: none"> <li>• Eat only your food</li> <li>• Hands to self</li> <li>• Stay seated until dismissed</li> </ul>
Playground	<ul style="list-style-type: none"> <li>• Listen to adults</li> <li>• Be a friend</li> <li>• Take care of equipment</li> <li>• Walk, talk, rock</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in allowed areas</li> <li>• Return equipment to cart</li> <li>• Line up at whistle</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment properly</li> <li>• Play by the rules</li> </ul>
Media/Comp	<ul style="list-style-type: none"> <li>• Use computer, books, shelf markers, and furniture correctly</li> <li>• Talk quietly</li> <li>• Use good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Take care of library books</li> <li>• Bring back books on time</li> </ul>	<ul style="list-style-type: none"> <li>• Four people at a table</li> <li>• Push in chairs</li> <li>• Walk</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>• Be quiet</li> <li>• Privacy in stall</li> <li>• Wait at the wall for a free stall</li> </ul>	<ul style="list-style-type: none"> <li>• Flush</li> <li>• Wash hands</li> <li>• Return to room quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Throw trash away</li> <li>• Walk</li> <li>• Hands and feet to self</li> </ul>
Bus	<ul style="list-style-type: none"> <li>• Listen to adults on bus</li> <li>• Use inside voice</li> <li>• Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Be at your stop on time</li> <li>• Keep backpack closed</li> <li>• Go where you belong</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in your seat</li> <li>• Face forward</li> <li>• Walk</li> </ul>