



Restrictive Procedures Plan

Owatonna Public Schools

The School District promotes the use of positive approaches for behavioral interventions for all students. When restrictive procedures are employed in an emergency situation with any student the School District will adhere to the standards and requirements of Minnesota Statutes 125A.094 Restrictive Procedures.

A. Definitions:

The following terms have the meanings given them.

- 1) 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. Owatonna Public Schools does not utilize seclusion procedures, in which a child is confined alone in a room in which egress is barred.
- 2) 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).
- 3) 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.
- 4) 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. The district does not use seclusion.
- 5) Physical holding:
 - 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.
 - 2) 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.

B. Positive Behavior Intervention and Supports in Mental Health

1. Positive Behavioral Interventions and Supports (PBIS)

Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately. These are preventative and proactive strategies designed to teach students the necessary skills to learn appropriate behavior while at school.

2. Owatonna Public Schools implements the following positive behavior strategies:

- a. Self-regulation strategies
- b. Social skills and behavioral training and curriculum
- c. School social worker services
- d. Individualization based on student needs

3. Mental Health

Students on IEPs may receive mental health services as a related service designed to provide support and intervention to special education students with emotional and behavioral needs, when it is determined needed in order for them to benefit from their special education problem.

B. Owatonna Public Schools provides the following links to mental health services:

- a. Steele County Children's Mental Health: http://www.co.steele.mn.us/departments/human_services/childrens_services.html
- b. South Central Human Relations Center: <http://www.schrc.com/home>
- c. Fernbrook Family Center: <http://www.fernbrook.org/>
- d. Mental Health Professionals: <http://www.mentalhealthprofessionalsinc.com/>

C. Personnel Development Activities

1. Personnel development activities will be provided to District staff and contracted personnel who have routine contact with students and who may use restrictive procedures through PBIS, Life Space Crisis Intervention (LSCI), Crisis Prevention Intervention (CPI) and online training in the following areas:

- a. Positive behavioral interventions (PBIS);
- b. Life Space Crisis Intervention (LSCI);
- c. Communicative intent of behaviors (CPI);
- d. Relationship building (CPI)
- e. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior (CPI);
- f. De-Escalation method (CPI);
- g. Standards for using restrictive procedures only in an emergency (CPI);
- h. Obtaining emergency medical assistance (CPI);
- i. The physiological and psychological impact of physical holding and seclusion (CPI);
- j. Monitoring and responding to a child's physical signs of distress when physical holding is being used (CPI);
- k. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used (CPI);
- l. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure (CPI); and
- m. School-wide programs on positive behavior strategies (PBIS).

D. Staff Training 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 training, attendees, and training dates.

E. Restrictive Procedures and Prohibited Procedures

1. Owatonna Public Schools intends to use the following types of physical interventions: Physical holding will be done only as a last resort. As soon as the threat of harm ends the physical intervention also must end.
 - a. Crisis Prevention Institute's (CPI) *Children's Control Position – The Children's Control Position* is designed to be used with children. Consider using this position only with individuals considerably smaller than yourself. Additional members need to be present to assist the adult, monitor the safety of the student, and take other safety precautions as necessary.
 - b. Crisis Prevention Institute's (CPI) *Team Control Position*- The *Team Control Position* is a physical hold that is used to manage students who have become dangerous to themselves or others. Two staff hold the individual upright and

additional members assess the student for signs of distress and take other safety measures as necessary.

2. Prohibited procedures include the following:
 - 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.

F. Documentation Procedures and Post Use Debriefing

1. Documentation:
 - a. Each time physical holding or seclusion is used, the staff persons who implements or oversees the physical holding or seclusion documents, within 24 hours of the incident. The District will monitor and review the use of restrictive procedures consistent with M.S. 125A, subdivision 1(a) (4) (ii), including conducting post-use debriefings consistent with the M.S. 125A.0942, subdivision 3, paragraph (a), clause (5). The report will include the following information:
 - i. A description of the incident that led to the physical holding or seclusion (Antecedent);
 - 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

2. Attached, as Appendix A, are the Owatonna Public Schools' forms used to document the use of physical and/ or seclusion.
3. Post-use debriefings, consistent with documentation requirements:
 - a. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately:
 - i. Whether the physical holding or seclusion was used in an emergency
 - ii. Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency.
 - iii. Whether the physical holding or seclusion was used to discipline a noncompliant child.
 - iv. Whether the physical holding or seclusion ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity.
 - e. Whether the staff directly observed the child while physical holding or seclusion was being used.
 - f. Whether the documentation was completed correctly.
 - g. Whether the parents were properly notified.
 - h. Whether an IEP team meeting needs to be scheduled.
 - i. Whether the appropriate staff used physical holding or seclusion.
 - j. Whether the staff that used physical holding or seclusion was appropriately trained.
 1. If the post-use debriefing determines the physical holding was not used appropriately, Owatonna Public Schools will ensure immediate corrective action is taken.

G. Oversight committee

Owatonna Public Schools publicly identifies the following oversight committee. The oversight committee will conduct a quarterly review of the use of restrictive procedures based on patterns of behavior. The oversight committee members 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.

Owatonna Public Schools' oversight committee will review the following:

1. 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;
2. The number of times a restrictive procedure is used school wide and for individual children;
3. The number and types of injuries, if any, resulting from the use of restrictive procedures;
4. Whether restrictive procedures are used in non-emergency situations;
5. The need for additional staff training; and
6. Proposed actions to minimize the use of restrictive procedures.

H. Emergency Situations- Use of Restrictive Procedures

The School District shall make reasonable efforts to notify the parent on the same day by phone 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.

I. Recordkeeping

The use of restrictive procedures in behavioral intervention plans will be documented in the student's file. Reviews will be conducted in accordance with the plan. In the case of a student with a disability, due process and documentation requirements will be followed.

District Administration will receive written notification when restrictive procedures are used in emergency situations. Records will be reviewed annually.

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

Summary data on the use of restrictive procedures for the prior school year, July 1 through June 30, will be submitted to Minnesota Department of Education by July 15 each year. Data must be submitted using MDE's Restrictive Procedures Summary Data Form.

APPENDIX A



Use of Restrictive Procedures: Seclusion

Date: _____

Student: _____

ID: _____

DOB: _____

School: _____

Grade: _____

Gender: _____

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: Complete this form whenever a seclusion 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 two (2) days and a Staff Debriefing Meeting form completed.

Staff involved:

Name:

Position:

Signature of person completing this form:

Position:

Phone:

EMERGENCY

Was seclusion used to protect student or others from physical injury?

Yes No

Description of the emergency situation:

Description of the incident that led to seclusion:

SECLUSION

Location of the seclusion room:

Did the room meet the requirements of a room used for seclusion? Yes No
Was the room well lit, well ventilated, adequately heated and clean? Yes No
Did the room contain objects that a student may use to injure themselves or others? Yes No

Brief description of the student's behavior and physical status during seclusion:

Was seclusion 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:

Did the seclusion end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? Yes No

Explain:

Did staff directly observe the child during the seclusion: Yes No

Explain:

Did the student sustain an injury as a result of the seclusion: Yes No

Did staff sustain an injury as the result of the seclusion: Yes No

Time seclusion began: _____ Ended: _____ 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: _____

Notified by: _____

How notified: _____

Use of Restrictive Procedure – Physical Holding

Student Name: _____ ID: _____ DOB: _____ Grade: _____
School: _____ Date of Incident: _____

Ethnicity: Is the student Hispanic/Latino? What is the student's Race? (choose one or more)
 Yes No American Indian or Alaska Native Asian
 Black or African American White
 Native Hawaiian or Pacific Islander

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

Staff Involved:

Name:	Position	Role	Trained
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

Person completing form: _____ Title: _____

EMERGENCY

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

Description of the emergency situation:

Description of the incident that led to physical holding:

PHYSICAL HOLDING

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

Was physical holding the least intrusive intervention to effectively respond to the emergency? Yes No

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

Did physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? Yes No

Explain:

Did staff directly observe the child during physical holding? Yes No

Explain:

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 holding began: _____ Ended: _____ 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: _____

Notified by: _____

How notified: _____

Staff Debriefing Meeting

Student

Name: _____ ID: _____ Date: _____

School: _____ Grade: _____ DOB: _____^a

Date of Incident: _____ Date of Debriefing: _____

Directions: Within two (2) school days following the use of a restrictive procedure, the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing. The debriefing must include at least one staff member who has knowledge of behaviors who was not involved in the incident.

Student was on an IEP: 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 in response to an emergency situation: Yes No

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

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

Is corrective action needed? Yes No

Is the behavior likely to reoccur? Yes No

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

Behavior History:

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

Restrictive procedures used twice in a month: Yes No

Does the team see this as a pattern: Yes No

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

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

Facilitator: _____
