

Detroit Lakes Public Schools **Restrictive Procedures Plan (RPP)**

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

Detroit Lakes Public Schools (DLPS) 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).

A. Definitions

The following terms are defined as:

1. "Emergency" means a situation where immediate intervention is needed to protect a child or other individuals 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 work with students that have behaviors that require restrictive procedure consideration 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. DLPS will compile a list of all the *Crisis Prevention Institute (CPI)* and *Ukeru* trainings and forward attendance records to the district on a yearly basis. The district will maintain records of additional training provided within the district. District staff will be required to maintain their CPI certification. Records of certification will be maintained at a district level. Request a copy from Director of Special Education of *SpEd Staff CPI Certification* for certifications and expirations.

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

- Building Administration
- Licensed special education teacher
- School Psychologist

- Other licensed education professional
- Highly qualified education paraprofessional

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.
11. District policies and procedures for timely reporting and documenting each incident involving use of restrictive procedures.
12. School wide programs on positive behavior strategies

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

Roosevelt Elementary, Rossman Elementary, DL Middle School and DL High School intends to use the following types of physical holding:



Children's Control



Team Escort



Team Control



Standing Position

Seclusion

There are no seclusion rooms in the district's school buildings.

D. Physical Holding, Seclusion, and Removal by a Peace Officer

In accordance with Minnesota Statute 121A.67, Subd. 2, if a student, on an education plan, is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of school administration or school staff during the school day twice in a thirty day period, the

pupil's IEP team must meet to determine if the pupil's IEP is adequate or if an additional evaluation is needed.

E. Prohibited Procedure

DLPS will never use the following prohibited procedures on a child:

1. Corporal Punishment which includes conduct involving: (a) hitting or spanking a person with or without an object; or (2) unreasonable physical force that causes bodily harm or substantial emotional harm.
2. Requiring the student to assume and maintain specified physical position, activity, or posture that induces physical pain.
3. Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment.
4. Denying or restricting the students access to equipment and devices such as wheelchairs, hearing aids or communication boards that facilitate the student's functioning except when temporarily removing the equipment or device is needed to prevent injury to the student others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible.
5. Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse.
6. Totally or partially restricting a student's senses as punishment.
7. Withholding regularly scheduled meals or water.
8. Denying the student access to bathroom facilities.
9. Physical holding that restricts or impairs a student's ability to breathe.
10. According to Minnesota Statutes, (section 125A.0942) Based upon that prohibition, school district staff are not authorized to use prone restraint as an emergency restraint for students with disabilities under the reasonable force statute (Minnesota Statutes, section 121A.582).

F. 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 in Sped Forms.

G. 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 two days after the restrictive procedure concludes. There will be at least one staff member attending the debriefing meeting who was not involved in the incident and has knowledge of behaviors. A copy of the Use of Restrictive Procedures: Physical Hold or Use of Restrictive Procedure: Seclusion and the Staff Debriefing Meeting form will be shared with case manager, building principal and a copy placed in the student's due process file. The Director of Special Education will keep a comprehensive file of all restrictive procedure forms to be used by the Behavior Intervention Oversight Committee (BIOC). If the post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Behavior Intervention Oversight Committee (BIOC) will convene immediately to

ensure corrective action is taken. The Behavior Intervention Oversight Committee (BIOC) will review the Use of Restrictive Procedures: Physical Hold or Use of Restrictive Procedure: Seclusion and the Staff Debriefing Meeting form to determine and recommend training needs.

H. Documentation for an IEP

The use of restrictive procedures will 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 on two separate school days 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 within ten calendar days, 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.

If the use of restrictive procedures on a child is ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources, and successful strategies; or consider whether to reevaluate the child.

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

I. Behavior Intervention Oversight Committee (BIOC)

The Behavior Intervention Oversight Committee (BIOC) will meet quarterly to review data provided in the Use of Restrictive Procedures: Physical Hold or Use of Restrictive Procedure: Seclusion and the Staff Debriefing Meeting form. The Committee will complete the District Oversight Committee Review Form (Appendix H). The Behavior Intervention Oversight Committee (BIOC) will also complete the Annual Summary of Use of Restrictive Procedures form. The Behavior Intervention Oversight Committee (BIOC) will make recommendations in regards to the District's Restrictive Procedures Plan, if necessary, indicate training needs and establish a plan for addressing Committee recommendations. These two documents are available from the DLPS.

If a post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Behavior Intervention Oversight Committee (BIOC) will convene immediately to ensure corrective action is taken. The Behavior Intervention Oversight Committee (BIOC) will review and evaluate to determine and recommend training needs.

J. Emergency Situations – Use of Restrictive Procedures

DLPS shall make reasonable efforts to notify the parent by phone 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.

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

K. Positive Behavior Interventions and Supports

DLPS uses many practices and procedures to teach expected behaviors and provide additional positive support to students requiring further intervention.