

ST. CLOUD AREA SCHOOL DISTRICT 742
PLAN FOR RESTRICTIVE PROCEDURES

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 for Children with Disabilities.

A. Definitions

The following terms have the meanings given them.

1. "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.
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, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. The term physical holding does not mean physical contact that:
 - a. helps a child respond or complete a task;
 - b. assists a child without restricting the child's movement;
 - c. is needed to administer an authorized health-related service or procedure; or
 - d. is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
3. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
4. "Prone restraint" means placing a child in a face down position.
5. "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.
6. "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 has one registered seclusion room that is located at the Roosevelt Education Center.

B. School-Wide Positive Behavior Intervention and Supports and Mental Health

1. Positive Behavior Intervention and Support (PBIS)

St. Cloud Area School District 742 is committed to using Positive Behavioral Interventions and Supports (PBIS). PBIS means we seek to create an environment that supports academic and behavioral growth by environmental arrangement, explicit instruction of behavioral expectations, implementation of evidence-based behavioral practices, and utilization of data to support decision making.

All District 742 schools utilize a three tier system of support including universal, secondary, and tertiary interventions to promote student success.

2. 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 program.

Additional mental health resources include:

- a. Stearns County Family Services Collaborative funds the Mental Health Crisis Triage System (MHCTS) for children and youth residing in the St. Cloud Area Schools attendance area. MHCTS provides emergency mental health services to students, birth through age 21, who are suffering a severe crisis and may be in danger of harming themselves or others.
- b. MN Mental Health Resources for Benton, Sherburne, Stearns, and Wright counties:
<http://mnmentalhealth.org/>.

C. Personnel Development 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 through PBIS, Crisis Prevention Intervention (CPI) and online training in the following areas:

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

Restrictive procedures that may be used in emergency situations include physical holding and seclusion. Seclusion can only be used if the school has a registered seclusion room. There is one registered seclusion room in the District located at the Roosevelt Education Center. All District 742 schools use physical holds as trained through the Crisis Prevention Institute (CPI). These include children's standing and children's seated holds, ranging from low to high restrictions. Roosevelt Education Center is the only school in the District that uses both physical holds and seclusion.

Prohibited procedures include the following:

1. Corporal Punishment which include 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 a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a student's senses as punishment;
4. Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment;
5. Denying or restricting the student's 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 or 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;
6. Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556;
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, 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; and/or;
10. Use of prone restraint.

F. Documentation Procedures and Post Use Debriefing

The use of restrictive procedures and post use debriefing in emergency situations will be documented in the Critical Incident Form for Restrictive Procedures. 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 M.S. 125A.0942, subdivision 3, paragraph (a), clause (5).

G. Oversight Committee

The oversight committee will conduct a quarterly review of the use of restrictive procedures based on patterns. 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.

The oversight committee will review of the use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of the week, duration of the use of a procedure, the individuals involved, or other factors associated with the use of restrictive procedures; the number of times a restrictive procedure is used school wide and for individual children; the number and types of injuries, if any, resulting from the use of restrictive procedures; whether restrictive procedures are used in nonemergency situations; the need for additional staff training; and 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 Physical Holding Annual Summary Form. Seclusion uses are recorded quarterly using MDE's Quarterly Seclusion Reporting Form.