

Administrative Procedure

August 1, 2011 Adopted
_____ Revised

501 Restrictive Procedures Plan

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.

Delano Public Schools (#0879) 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 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. Meeker and Wright Special Education Cooperative (MAWSECO) #0938 will compile a list of all Crisis Prevention Institute (CPI) trainings and forward attendance records to

the district on a yearly basis. The district will maintain records of additional trainings provided within the district. Records of all trainings will be maintained at a cooperative level.

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

Delano Elementary School intends to use the following types of physical holding:

- Children's control
- Team control
- Team escort
- Interim control

Delano Middle School intends to use the following types of physical holding:

- Children's control
- Team control
- Team escort
- Interim control

Delano High School intends to use the following types of physical holding:

- Children's control
- Team control
- Team escort
- Interim control

Seclusion

Delano Elementary School, Delano Middle School, and Delano High School do not use any rooms for seclusion.

D. Prohibited Procedure

Delano Public Schools (#0879) 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.

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.

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 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 Critical Incident Data Sheet for Restrictive Procedures and the Staff Debriefing Meeting Form will be sent to: case manager, special education coordinator, building principal, and a copy placed in the student's due process file in Section 3. The Special Education Coordinator will keep a comprehensive file of all restrictive procedure forms to be used by the Cooperative Oversight Committee.

If the post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Cooperative Oversight Committee will convene immediately to ensure corrective action is taken. The Cooperative Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures and the Staff Debriefing Meeting form to determine and recommend training needs.

G. 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 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, 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. Cooperative Oversight Committees

The Cooperative Oversight Committee will meet yearly to review data provided in the Critical Incident Data Sheet for Restrictive Procedures and the Staff Debriefing Meeting form. The Committee will complete the Cooperative Oversight Committee Review Form. The Cooperative Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form. The Cooperative Oversight Committee 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.

If a post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Cooperative Oversight Committee will convene immediately to ensure corrective action is taken. The Cooperative Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures and the Staff Debriefing Meeting Form to determine and recommend training needs.

I. Emergency Situations – Use of Restrictive Procedures

The Delano Public Schools (#0879) 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.

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.

Delano Elementary uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention:

- Responsive Classroom and Morning Meeting is a required part of each classroom's daily schedule.
- Steps to Respect and Second Steps character building program that focuses on bullying prevention and character building are used K-4 as well.
- Behavior Planning Center
- Functional Behavior Assessments and Positive Behavior Support Plans for Special Education students
- Social Skills Groups
- Lunch Bunch Groups

- Social Pragmatic Language Groups
- Use of social stories
- Behavior modification systems individualized to each student

Delano Middle School uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention:

- 5th & 6th grade has implemented Developmental Design
- Positive Behavior Intervention sessions have been offered via the Re-licensure day workshops held in August of 2009 & 2010.
- CPI certified staff member has offered training courses
- Functional Behavior Assessments and Positive Behavior Support Plans for Special Education students
- Social Skills Groups
- Social Pragmatic Language Groups
- Use of social stories
- Behavior modification systems individualized to each student

Delano High School uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention:

- Personal Development Class
- Social Stories
- Modeling
- Social Skills Groups
- Token Economy Systems
- Mental Health Services
- Behavioral Contracts
- Functional Behavioral Assessments and Positive Behavior Support Plans for individual students
- Building orientation day