

**Brandon-Evansville  
Public Schools #2908**

**Restrictive  
Procedures Plan**

Date of Plan: 7-1-15

# Table of Contents

- A. Definitions
- B. Staff Training -Requirements and Activities
  - Requirements
  - Activities
- C. Restrictive Procedures
  - Physical Holdings
- D. Prohibited Procedures
- E. Documentation of Physical Holding and/or Seclusion
- F. Documentation of Post-use Staff Debriefing Meeting
- G. Documentation for an **IEP**
- H. Building Oversight Committees
- I. Emergency Situations - Use of Restrictive Procedures
- J. Positive Behavior Interventions and Supports

## Appendices

- A. Critical Incident Data Sheets for Restrictive Procedures
- B. Restrictive Procedures Training Attendance
- C. Building Oversight Committee Members
- D. Staff Debriefing Meeting
- E. Site Trainings

# Brandon-Evansville Public Schools Restrictive Procedures Plan

In accordance with Minnesota Statute 112SA.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.

Brandon-Evansville Schools use 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. 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 a 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 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. "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.
5. "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.

## 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. Brandon-Evansville Area Schools will compile a list of all Crisis Prevention Institute (CPI) trainings and forward attendance records to each building site on a quarterly basis. The district will maintain records of additional trainings provided within the district. Records of all trainings will be maintained at each building site.

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 only in an emergency;
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;
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 a restricted procedure; and
12. School wide programs on positive behavior strategies.

### **C. Physical Holding or Seclusion**

Physical holding or seclusion may be used only in an emergency. A school that uses physical holding or seclusion shall meet the following requirements:

1. Physical holding is the least intrusive intervention that effectively responds to the emergency;
2. Physical holding is not used to discipline a noncompliant child;
3. Physical holding ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;
4. Staff directly observes the child while physical holding is being used;
5. Each time physical holding is used, the staff person who implements or oversees the physical holding documents, as soon as possible after the incident concludes;
6. The room used for seclusion must meet the standards required by statute; and
7. Brandon-Evansville Public Schools does not use seclusion.

### **Physical Holdings**

All of the Brandon-Evansville Area Schools intend to use the following types of physical holding: Children's Control, Team Control or Team Escort. On rare occasions they may include the following holds: A Reverse Escort and Emergency Floor Restraint. Additional training and monitoring by a qualified CPI instructor will be provided to staff using these procedures.

### **D. Prohibited Procedures**

Brandon-Evansville Area Schools #2149 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**

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; Why a least restrictive intervention failed or was determined by staff to be inappropriate or impractical;
- The time the physical holding 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 (see Appendix A).

## **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 school 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 (see Appendix A) and the Staff Debriefing Meeting form (see Appendix D) will be sent to: the child's case manager, the lead teacher and the principal.

A copy will be placed in the student's due process file. The building principal will keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee (see Appendix C for list of committee members).

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

## **G. Documentation for an IEP**

The district must 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 individualized education program or behavior intervention plan as appropriate. The district must hold the meeting; within 10 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 individualized education program or behavior intervention plan 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 program provides for using restrictive procedures in an emergency. If the IEP team determines that existing interventions and support are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on 10 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. The IEP team In any of the above listed circumstances must review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition on the IEP or behavior intervention plan.

## **H. Building oversight Committee**

The Building Oversight Committee will meet quarterly to review data provided in the Critical Incident Data Sheet for Restrictive Procedures (Appendix A) and the Staff Debriefing Meeting form (see Appendix D). The Building Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form and submit the form to the Minnesota Department of Education. The Building Oversight Committee will make recommendations in regards to the District's Restrictive Procedures Plan and, 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 Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures (see Appendix A) and the Staff Debriefing Meeting form (Appendix D) to determine and recommend training needs.

## **I. Emergency Situations - Use Of Restrictive Procedures**

The Brandon-Evansville Area Schools #2908 shall make reasonable efforts to notify the parent 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. Documentation of how the parent wants to be notified when a restrictive procedure is used may be found in the IEP or BIP. Building administrators will receive written notification where restrictive procedures are used in emergency situations. Records will be reviewed and summarized.

## **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.

Brandon-Evansville Area Schools use the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further Intervention.

### **Brandon and Evansville Elementary Schools:**

1. Classroom Point Systems
2. Classroom Incentives
3. Use of Calming Strategies
4. Social Stories
5. Paraprofessional Support
6. Behavior Intervention Plans
7. Teacher/Child Interactive Therapy
8. Behavior Contracts

### **Brandon-Evansville Middle and High School:**

1. Classroom Point Systems
2. Code of Conduct
3. Use of Calming Strategies
4. Social Stories
5. Behavior Contracts



## Restrictive Procedures Form Physical Holding

The Minnesota Department of Education (MDE) has developed this recommended form for use by the education community. The purpose of this form is to provide helpful guidance and a documentation model including the required data elements for compliance with special education restrictive procedure requirements.

Student's name:

---

Student's MARSS number:

---

Date physical holding was used:

---

Date form completed:

---

Name, position, and telephone of person completing form:

---

Name(s) and positions of all persons involved in using the restrictive procedure:

---

### Emergency:

Was physical holding used to protect child/others from physical injury?

Yes \_\_\_ No \_\_\_

Description of emergency situation:

---

Was physical holding used to prevent serious property damage?

Yes \_\_\_ No \_\_\_

Description of emergency situation:

---

Description of the incident that led to the physical holding:

---

## Physical Holding:

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

---

Was physical holding the least intrusive intervention to effectively respond to the emergency?  
Explain. Include why a less restrictive measure failed or was determined by staff to be inappropriate or impractical.

---

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:

---

Did staff directly observe the child during the physical hold? Yes \_\_\_\_\_ No \_\_\_\_\_  
Explain:

---

Length of time physical holding was used:

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

Total Time: \_\_\_\_\_

Parents notified:

When (time/date): \_\_\_\_\_

By Whom: \_\_\_\_\_

Method of notification used (phone/writing/email):

---

## Appendix B Restrictive Procedures Training Attendance

Training: CPI (Crisis Prevention Institute)

Date: August 18, 2015

Trainer: Vicki Doetkott

Name of Attendee	Position	Building
Tom Trisko	High School Principal	Brandon
Stephanie Nelson	SPED	Brandon

## Appendix C

### Building Oversight Committee Members (2015-16 School Year)

The Building Oversight Committee will meet quarterly to review data from the Critical Incident Data Sheets For Restrictive Procedures (Appendix A) and the Staff Debriefing Meeting (Appendix D) forms. The committee will also complete and submit the Annual Summary of Use of the Restrictive Procedures form from the Minnesota Department of Education. The Building Oversight Committee may be called together at other times to address the inappropriate use of physical holding and recommend training needs.

#### Brandon Oversight Committee

Mark Westby  
Tom Trisko  
Stephanie Nelson  
Carla Ptacek

#### Evansville Oversight Committee

Mark Westby  
Erika Mariotti  
Carla Ptacek

Appendix D  
Staff Debriefing Meeting

Student Name:

DOB:

Building:

Date of Incident:

Date of Debrief:

---

Student is on an IEP: Yes \_\_\_ No \_\_\_

BIP in Place: Yes \_\_\_ No \_\_\_

Was the IEP followed: Yes \_\_\_ No \_\_\_

Was the BIP followed: Yes \_\_\_ No \_\_\_

If answered no, explain why:

---

Signatures of staff attending the debrief (should include at least one person not involved in the incident who has knowledge of behavior). Indicate the Facilitator.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Identify the antecedents, triggers and proactive interventions used prior to the escalation. Briefly describe the impact of the less restrictive interventions. What behavior did the student exhibit to require a restrictive procedure? Was the intervention used to protect children/others from injury or to prevent serious property damage? Describe student and staff behavior during the intervention.

What actions helped/what actions did not help?

Describe the procedure used to return the child to his/her routine activity, educational setting, intervention, and/or site determined by the team, BIP, and/or administrator.

Was the hold an emergency? Yes \_\_\_ No \_\_\_

Was the hold the least intrusive? Yes \_\_\_ No \_\_\_

Did the hold end when the threat of harm ended? Yes \_\_\_ No \_\_\_

Is corrective action needed? Yes \_\_\_ No \_\_\_

Is the behavior likely to occur again? Yes \_\_\_ No \_\_\_

---

Follow-up action (to prevent need for future restrictive procedures):

Behavior history:

Other restrictive procedures used in the last four(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 \_\_\_

---

Place a copy of this form in the Student's Due Process file.

Send copies to: case manager and the building principal

## Site Trainings – Appendix E

To meet the requirements of 125A.0942 subd 1, staff who use restrictive procedures will complete training in the following skills and knowledge area.

Skills and Knowledge Areas	Evansville	Brandon
Positive Behavior Interventions	CPI	CPI
Communicative intent of behavior	CPI	CPI
Relationship building	CPI	CPI
Alternatives to restrictive procedures	CPI	CPI
De-escalation methods	CPI	CPI
Standards for using restrictive procedures	CPI	CPI
Obtaining Medical Assistance	CPI	CPI
Psychological impact of restriction & seclusion	CPI	CPI
Physical signs of distress during restraint	CPI	CPI
Recognizing symptoms of asphyxia during restraint	CPI	CPI
District policies and procedures for	CPI	CPI
Timely reporting and documenting each Incident involving use of a restricted procedure	District training	District training
School-wide programs on positive behavior strategies	District training	District training