

# Southern Plains Education Cooperative #915

K-12

## Restrictive Procedures Plan

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### Restrictive Procedures

The Southern Plains Education Cooperative 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.0941 and 125A.0942 regarding Restrictive Procedures for Children with Disabilities. The Southern Plains Education Cooperative uses Positive Behavioral Intervention Strategies (PBIS) to create an environment that is predictable and effective for students to achieve academic and social success. To view the complete list of PBIS strategies used, please see *Appendix A*.

Available mental health services in and around the Faribault & Martin County Area: See *Appendix B* for links.

### **A. Definitions**

The following terms have the meanings given to 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, 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:
  - (1) helps a child respond or complete a task;
  - (2) assists a child without restricting the child's movement;
  - (3) is needed to administer an authorized health-related service or procedure; or
  - (4) is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
3. "Physical holdings" that will be used by the Southern Plains Education Cooperative follow the Crisis Prevention Intervention (CPI) guidelines. These restraints include:
  - *CPI Children's Control Position* is a physical hold that is designed to be used with a student that is a head size or smaller than the adult. Additional members need to be present to assist the adult, monitor the safety of the student and take other safety precautions as necessary.
  - *CPI Team Control Position* is a physical hold that is used to manage student who have become dangerous to themselves or others. Two staff hold the individual

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- upright and additional members assess the student for signs of distress and take other safety measures as necessary.
- CPI Transport is a physical hold that is a temporary, upright position that is used when the student needs to be moved to a safer place. Two staff assist with this position, one on either side of the student, with additional staff as needed.
  - CPI Interim *Control Position* is a physical hold that is a temporary, upright position that allows staff to maintain control of both of the individual's arms for a short period of time. One staff is needed for this position; however additional staff are necessary to monitor the student and assist with any other safety precautions.
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. Professional Development Activities**

Professional development activities have been 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) the 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) schoolwide programs on positive behavior strategies.

### **C. Staff Training Requirements**

Staff who design and use behavioral interventions, as well as staff who are members of the crisis response team, 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. A

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complete list of all staff trained at the Southern Plains Education Cooperative is available at the Southern Plains Education Cooperative upon request.

### **D. Restrictive Procedures and Prohibited Procedures**

The restrictive procedure that may be used in an emergency situation is physical holding.

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 a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child'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 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;
6. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section [626.556](#);
7. Withholding regularly scheduled meals or water;
8. Denying access to bathroom facilities; and
9. 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.
10. Use of tasers or threatened use of tasers.

### **E. Documentation and Post Restrictive Procedures Action**

The use of restrictive procedures in emergency situations will be documented in the particular child's file on SpEd Forms. Such documentation will be placed in a child's special education file. The District will monitor and review the use of restrictive procedures, including conducting post-use debriefings and convening an oversight committee.

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

Upon use of a Restrictive Procedures, the district will

- 1) Contact parents within the same day as the restrictive procedure is used if possible, or as soon as is possible, not to exceed 24 business hours after the restrictive procedure is used;
- 2) The staff member initiating the restrictive procedure will contact the student's special education case manager. The special education case manager will request any documentation pertinent to the restrictive procedure and document the use of the procedure in the student's file on SpEd Forms. This form will be printed and placed in the student's special education file. The form will be completed within 24 business hours of the restrictive procedure being used;
- 3) The student's special education case manager will hold a debriefing meeting as soon as possible after the event, not to exceed 24 business hours. The expected attendees are: the student's case manager, the staff member who initiated the restrictive procedure, the district administrator (or designee), and the school social worker or behavior specialist. The meeting will be run by the case manager, but the staff member who initiated the restrictive procedure will be expected to contribute a detailed account of the emergency leading up to the restrictive procedure and the reasons why they felt a least restrictive intervention was unsuccessful. Also, the team needs to discuss the child's response to the restrictive procedure (both behaviorally and physically) and the length of the duration of the restrictive procedure. After the debriefing is completed, the student's special education case manager is responsible for completing the staff debriefing form in the student's file on SpEd Forms. When both documents have been completed, the special education case manager will finalize the forms on SpEd Forms for the Administrative Coordinator to access.

### **F. 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.

### **G. Oversight Committee**

Schools annually must publicly identify oversight committee members.

The Southern Plains Education Cooperative identifies the following oversight committee members:

1. Sarah Mittelstadt, Special Education Administrator
2. Stephanie Schmitz, General Education Administrator; Expert in positive behavior intervention
3. Cheryl Hamp, Special Education Coordinator (Fairmont & GHEC); Expert in positive behavior intervention
4. Deb Bertram, Special Education Coordinator (Blue Earth & USC)
5. Lori Jacobsen, Special Education Coordinator (MCW School District); Licensed Psychologist - Mental Health Professional

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6. Kellie Fischer, Special Education Coordinator (Early Childhood & Fairmont Elementary)
7. Eric Weedman, Special Education Coordinator (Truman)

The Southern Plains Education Cooperative's oversight committee meets quarterly.

The Southern Plains Education Cooperative's 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 nonemergency situations;
5. The need for additional staff training; and
6. Proposed actions to minimize the use of restrictive procedures

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### *Appendix A: List of Positive Behavioral Intervention and Supports*

The Southern Plains Education Cooperative utilizes the following Positive Behavior Support Strategies:

- Behavior Charts
- All School Celebrations
- Check In/Check Out
- Restorative Justice
- PBIS and Active supervision Professional Development for all staff
- Why Try
- Token Economy
- Strategies for Teaching based on Autism Research (STAR) Curriculum
- Zones of Regulation
- Specially trained staff: Behavior Interventionist, Mental health support available in school, School Social Worker, Special Education Staff

### *Appendix B: County Mental Health Services*

Human Services of Faribault and Martin Counties: [www.fmchs.com](http://www.fmchs.com)

KRISMA Counseling: <http://krismacounseling.net>

Mayo Clinic Health System: <http://mayoclinichealthsystem.org>

United Health District: [www.uhd.org](http://www.uhd.org)

Mankato Clinic: [www.mankatoclinic.com](http://www.mankatoclinic.com)

EUNOIA Family Resource Center: <http://www.wellminded.org/>

Sioux Trails: <http://www.siouxtrails.org/>

*For further information or for a hard copy of this policy, please contact the Southern Plains Education Cooperative Office at (507) 238-1472.*