

## Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0942, Subd. 1, all Minnesota school district are 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.

Northfield Public Schools uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child's Individualized Education Program (IEP) plan or Behavior Intervention Plan (BIP).

### 1. Definitions

The following terms are defined as:

- a. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage.
- b. "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:
  - i. helps a child respond or complete a task;
  - ii. assists a child without restricting the child's movement;
  - iii. is needed to administer an authorized health-related service or procedure; or
  - iv. is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
- c. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
- d. "Restrictive procedures" means the use of physical holding or seclusion in an emergency.
- e. "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.

### 2. 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. A database containing records of all trainings will be maintained within the Student Services office.

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

- Licensed special education teachers
- School social workers
- School psychologists
- Other licensed education professionals
- Highly qualified educational assistants
- 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:

- a. Positive behavioral interventions;
- b. Communicative intent of behaviors;
- c. Relationship building;
- d. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;
- e. De-escalation methods;
- f. Standards for using restrictive procedures;
- g. Obtaining emergency medical assistance;
- h. Physiological and psychological impact of physical holding and seclusion;
- i. Monitoring and responding to a child's physical signs of distress when physical holding is being used; and
- j. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.

### **3. Restrictive Procedures: Physical Holding and Seclusion**

Restrictive procedures that may be used in emergency situations include physical holding and seclusion. Physical holding 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**

- a. Bridgewater Elementary School intends to use the following types of physical holding: Children's Control, Team Control, Team Escort, Interim Control. Additional training and monitoring by a qualified CPI instructor will be provided to staff using these procedures.
- b. Greenvale Park Elementary School intends to use the following types of physical holding: Children's Control, Team Control, Team Escort, Interim Control. Additional training and monitoring by a qualified CPI instructor will be provided to staff using these procedures.

- c. Longfellow School, which includes the Northfield ALC, intends to use the following types of physical holding: Children's Control, Team Control, Team Escort, Interim Control. Additional training and monitoring by a qualified CPI instructor will be provided to staff using these procedures.
- d. Northfield Middle School intends to use the following types of physical holding: Children's Control, Team Control, Team Escort, Interim Control. Additional training and monitoring by a qualified CPI instructor will be provided to staff using these procedures.
- e. Northfield High School intends to use the following types of physical holding: Children's Control, Team Control, Team Escort, Interim Control. Additional training and monitoring by a qualified CPI instructor will be provided to staff using these procedures.
- f. Sibley Elementary School intends to use the following types of physical holding: Children's Control, Team Control, Team Escort, Interim Control. Additional training and monitoring by a qualified CPI instructor will be provided to staff using these procedures.

### **Seclusion**

Bridgewater Elementary, Greenvale Park Elementary, Longfellow School, Northfield Middle School, Northfield High School and Sibley Elementary School do not use locked time out rooms for seclusion.

## **4. Prohibited Procedures**

Northfield Public Schools will never use the following prohibited procedures on a student:

- a. Corporal Punishment which includes conduct involving:
  - i. hitting or spanking a person with or without an object; or
  - ii. unreasonable physical force that causes bodily harm or substantial emotional harm.
- b. Requiring the student to assume and maintain specified physical position, activity, or posture that induces physical pain.
- c. Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment.
- d. 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.
- e. Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse.
- f. Totally or partially restricting a student's senses as punishment.
- g. Withholding regularly scheduled meals or water.
- h. Denying the student access to bathroom facilities.
- i. Physical holding that restricts or impairs a student's ability to breathe.

## 5. Documentation of Physical Holding or Seclusion

Each time physical holding or seclusion is used, the staff person who implements or oversees the restrictive procedure shall document, as soon as possible after the incident concludes, the following information via use of the *Critical Incident Data Sheet for Restrictive Procedures* form:

- a. A description of the incident that led to the physical holding or seclusion;
- b. Why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical;
- c. The time the physical holding or seclusion began and the time the student was released; and
- d. A synopsis of the student's behavioral and physical status.

Within two (2) school days following the use of the restrictive procedure, a staff member who was not involved in the incident and has knowledge of behaviors shall debrief the person(s) who implemented or oversaw the physical holding or seclusion. The results of the debriefing will be documented using the *Staff Debriefing Meeting* form.

If the post-use debriefing meeting reveals that the use of physical holding was used inappropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken.

A copy of the completed *Critical Incident Data Sheet for Restrictive Procedures* and the *Staff Debriefing Meeting* forms will be sent to:

- a. the student's IEP manager for placement in the student's due process file,
- b. the building principal (who will maintain a comprehensive file of all restrictive procedure forms to be used later by the Building Oversight Committee), and
- c. the Director of Student Services.

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

## 6. Documentation for an IEP

The use of restrictive procedures in response to an emergency may 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. The team shall 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.

## **7. Building Oversight Committees**

The Building Oversight Committee will meet yearly to review data provided in the Critical Incident Data Sheet for Restrictive Procedures and the Staff Debriefing Meeting forms. The Committee will complete the Building Oversight Committee Review form. The Building Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form. 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 B and C) and the Staff Debriefing Meeting form (Appendix D) to determine and recommend training needs.

## **8. Emergency Situations – Use of Restrictive Procedures**

Northfield Public Schools 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 included in the IEP or BIP.

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

## **9. Positive Behavior Interventions and Supports**

Northfield Public Schools 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.

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

- Responsive Classroom
- Above the Line
- Superflex: A Superhero Social Thinking Curriculum
- Skill Streaming The Elementary School Child
- Second Step: Skills for Social and Academic Success
- Affective Social Skill, Instructional Strategies and Techniques (ASSIST)
- Think Social: A Social Thinking Curriculum
- Strong Kids

Greenvale Park Elementary School uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention.

- Responsive Classroom
- Above the Line
- Real World Social Skills
- Skillstreaming for the Elementary School Child
- Strong Kids

Longfellow School uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention.

- Above the Line
- PBI Pyramid

Northfield Area Learning Center uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention.

- Above the Line

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

- Skillstreaming the Adolescent
- Above the Line
- Social Skills Activities for Secondary Students
- Life Skills Activities for Secondary Students
- Social Behavior Mapping connecting behavior, Emotions and consequences across the day
- Thinking Social: A Social Thinking Curriculum for School-age Students

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

- Above the Line
- Think Social
- Navigating the Social World
- Let's Talk Emotions - Ardon
- Building social Relationships - Scott Bellini
- Social Skills Activities for Special Children - Mannix

Sibley Elementary School uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention.

- Above the Line
- Responsive Classroom
- Thinking About YOU Thinking About Me
- Do-Watch-Listen-
- Navigating the Social World – Jeanette McAfee
- Skillstreaming the Elementary School Child