



Restrictive Procedures Plan

PiM Arts High School

PiM Arts High School 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 Statute § 125A.094: Restrictive Procedures for Children with Disabilities. This plan specifically outlines the list of restrictive procedures the school intends to use in the case of an emergency, how the school will monitor and review the use of restrictive procedures, documentation requirements; the convening of a District Oversight Committee; and staff training requirements.

PiM Arts High School uses restrictive procedures only in response to behavior that constitutes an emergency, even if written into a child's Individualized Education Plan (IEP) or Behavior Intervention Plan (BIP). Emergency means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

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MINNESOTA STATUTES

In accordance with Minn. Stat. §§ 125A.094 and 125A.0942 as amended effective July 1, 2013, every school district is required to develop and make publicly accessible in an electronic format on a school or district website or make a paper copy available upon request a plan that discloses its use of restrictive procedures with special education students. The plan must list the restrictive procedures that the school district intends to use; describe how the school district will implement a range of positive behavior strategies and provide links to mental health services, describe how the school district will monitor and review the use of restrictive procedures, including post-use debriefings and convening an oversight committee to undertake a quarterly 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 procedures is used schoolwide 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 non emergency situations, the need for additional staff training, and proposed actions to minimize the use of restrictive procedures; and includes a written description and documentation of the training any staff members who will be using restrictive procedures have completed to show they have the skills set out in Minn. Stat. § 125A.0942, subd. 5.

Minnesota Statutes

Definition of Restrictive Procedures:

Restrictive Procedures means the use of physical holding in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child. Minnesota Statute § 125A.0941(f).

Minnesota Statute § 125A.094, Subd 1a:

Schools that intend to use restrictive procedures shall maintain and make publicly accessible a restrictive procedures plan for students that includes at least the following: the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including conducting post-use debriefings and convening an oversight committee; and a written description and documentation of the training staff completed under subdivision 5.

PiM Arts High School 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 Statute § 125A.094: Restrictive Procedures for Children with Disabilities.

Minnesota Statute § 125A.094, Subd. 2:

Restrictive procedures may be used only by a 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, paraprofessional under section § 120B.363, or mental health professional under section § 245.4871, subd. 27, who has completed the training program under subd. 5.

Minnesota Statute § 125A.0941 (c):

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: 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.

Minnesota Statute § 125A.0941 (g):

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.

Minnesota Statute § 125A.0942, Subd. 3:

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) the physical holding or seclusion must be the least intrusive intervention that effectively responds to the emergency; (2) physical holding or seclusion must end when the threat of harm ends and the staff determines that the child can safely return to the classroom or activity; (3) staff must directly observe the child while physical holding or seclusion is being used; (4) 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: (i) a description of the incident that led to the physical holding or seclusion; (ii) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; (iii) the time the physical holding or seclusion began and the time the child was released; and (iv) a brief record of the child's behavioral and physical status.

Minnesota Statute § 121A.67, Subd. 2:

If a pupil who has an individual education plan is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or a school staff person during the school day twice in a 30-day period, the pupil's individual program team must meet to determine if the pupil's individual education plan is adequate or if additional evaluation is needed.

PiM Arts High School uses restrictive procedures only in response to behavior that constitutes an emergency, even if written into a child's IEP or BIP. "**Emergency**" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. The intervention will be used as a last resort and will be considered the safest option for all.

All PiM Arts High School Special Education Licensed Staff, Special Education Paraprofessionals, School Social Workers, School Psychologists and Behavior Analysts receive an initial 12-hour course in Nonviolent Crisis Intervention (NVCi) and refresher course trainings annually, which is considered an evidence-based program, to help de-escalate a situation before it becomes a crisis and to respond appropriately and safely when there is a crisis. The philosophy of NVCi is to ensure the Care, Welfare, Safety, and Security of all.

PiM Arts High School Restrictive Procedures

PiM Arts High School is committed to using positive behavioral intervention and supports as defined in Minnesota Statute § 125A.0941 (d). This involves incorporating environmental changes and skill building strategies proactively in order to maintain a supportive and safe learning environment. In the event that a student's challenging behavior should escalate to an emergency situation, PiM Arts High School staff may use procedures which are considered restrictive under Minnesota Statute § 125A.0942 in order to maintain a safe environment when lesser restrictive procedures are ineffective. In accordance with Minnesota Statute § 125A.0942, Subd. 1, SouthWest Metro Intermediate District discloses the following on the use of restrictive procedures:

Minnesota Statutes on Restrictive Procedures

1. Restrictive Procedures: Minnesota Statute § 125A.0941 (e) includes physical holding and seclusion as restrictive procedures.
2. Prohibited Procedures: PiM Arts High School will never use any of the procedures designated as prohibited under Minnesota Statute § 125A.0942, Subd. 4(1-9).
3. Emergency: Minnesota Statute § 125A.0941 (b) states that a restrictive procedure may only be utilized in an emergency situation. An emergency is defined as a situation where immediate intervention is needed to protect a student or others from physical injury.

Restrictive Procedures Not Used in PiM Arts High School

Seclusion: Seclusion means confining a student alone in a room from which egress is barred. This does not include removing a child from an activity to a location where the child cannot participate or observe the activity. In the event that an emergency situation should unexpectedly occur and use of physical holding is deemed unsafe, staff may remove others and themselves from the current room while barring egress in order to prevent injury as use of reasonable force under Minnesota Statutes § 125A.582; 609.06, Subd.1; and § 609.379.

Restrictive Procedures Used in PiM Arts High School

Physical Holding: 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. PiM Arts High School Licensed Staff, Special Education paraprofessionals, School Social Workers, School Psychologists and Behavior Analysts participate in Nonviolent Crisis Intervention (NVCi) training annually. This mandatory training covers appropriate use of physical restraints. The term physical holding does not mean physical contact that:

- Helps a child respond or complete a task;
- Assists a child without restricting the child's movement
- Is needed to administer an authorized health-related service or procedure; or
- Is needed to physically escort a child when the child does not resist, or the child's resistance is minimal.

Prohibited Procedures include the following:

1. Corporal Punishment which include conduct involving: 1) 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 a specified physical position, activity, or posture that induces physical pain;
3. Presenting an intense sound, light, or other sensory stimuli using taste, smell, substance, or spray as punishment; 4. 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;

5. Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse under section § 626.556;
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, and/ or;
9. Physically holding that restricts or impairs a student's ability to breathe;
10. Use of tasers or threatened use of tasers.
11. Prone Restraint

General Information Regarding Restrictive Procedures

What is considered an "Emergency"?

An emergency is a situation where immediate intervention is needed to protect a child or other individual from physical injury.

- Jumping in front of a bus IS an emergency.
- A student not responding to verbal intervention during a fight MAY BE an emergency.
- Screaming obscenities in the hallway is NOT an emergency.
- Property destruction may NOT be an emergency.

Restrictive Procedures - Basic Procedures:

- Can be used ONLY in an emergency. It must be the safest option and the last resort.
- Must be the least intrusive effective intervention.
- Must end when the threat of harm ends.
- Must be documented EVERY time.
- Parent notification is required the same day a restrictive procedure is used on a child.
- A post-use debriefing must occur within 24 hours of the procedure.
- A Procedure Reporting Form must be completed and submitted to the Director/Supervisor of Special Education, the Building Administrator, and a copy must be placed in the student file.

Staff Training Requirements

All PiM Arts High School special education staff receive training on the skills and knowledge content areas in accordance with Minnesota Statute § 125A.0942, Subd. 1(3) and Subd. 5.

Non-Violent Crisis Prevention Interventions (NVC)

All Special Education staff continue to participate in refresher NVC training annually. Newly hired special education staff are required to attend NVC training prior to the start of the school year. 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.

Authorized Staff

Staff who are trained and current with their CPI training and who are authorized to use restrictive procedures include:

- Licensed special education teachers
- Other certified/ registered educational professionals
- Special education paraprofessionals
- Building administration
- Licensed school social workers
- School psychologists

Additionally, PiM Arts High School implements a wide range of positive behavior strategies to staff. Some strategies include: Life Space Crisis Intervention and Positive Behavior Intervention and Supports (PBIS), various programs focusing on children and adolescent mental health, character education, and trauma informed care.

Training records are maintained at the district office.

A list of mental health resources is available on the Special Education page on the PiM Arts High School website at pimartshs.org

Mental Health Resources:

Anicca Day Treatment (Carver County)

www.district112.org/wp-content/uploads/2016/10/Anicca-Brochure-Revised-10.2016.pdf

Carver County Behavioral Health Resources

www.co.carver.mn.us/departments/health-human-services/behavioral-health/first-street-center-mental-health/other-resources

Children's Wright County Resource Guide

www.co.wright.mn.us/documentcenter/view/1751

National Alliance on Mental Illness: NAMI - Minnesota

www.namihelps.org

National Institute on Mental Health:

www.nimh.nih.gov/index.shtml

Reflections Day Treatment Program

http://www.swmetro.k12.mn.us/programs_and_services/chemical_and_mental_health/reflections_day_treatment

Scott County Mental Health Center:

<http://www.co.scott.mn.us/290/mental-health-center>

Scott County Children's Mental Health:

<http://www.co.scott.mn.us/204/childrens-mental-health>

Scott County Mobile Health Clinics:

www.co.scott.mn.us/370/mobile-health-clinic

Documentation Procedures

Restrictive Procedures Reporting Form

Following each use of restrictive procedures, staff members involved will complete the Restrictive Procedures Reporting Form which meets the documentation requirements under Minnesota Statute § 125A.0942, subd. 3(4) (see Appendix C).

SWMetro shall make reasonable efforts to notify the parent on the same day by the parents preferred method when a restrictive procedure is used in an emergency. Parent preferred method of communication in the event of the use of a restrictive procedure will be discussed and noted in the IEP/BIP at least annually at the IEP meeting if the possibility of restrictive procedures in the case of an emergency are written into a student's IEP/BIP (consistent with statute § 125A.0942, Subd. 2 (f)). 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. If used twice within 30 days or when a pattern emerges, and it's NOT already included in student's IEP or BIP, the district must hold a meeting of the team to conduct a review of the Functional Behavior Assessment data and consider developing or revising the behavioral interventions and supports.

The use of restrictive procedures in emergency situations will be documented on the Restrictive Procedure Reporting Form. This form should be completed as soon as possible after an incident has occurred, no later than 24 hours after the incident has occurred. Once completed, the form will be sent to the Director/Supervisor of Special Education and a copy of the form should be placed in the student's special education file as well as a copy given to the building principal. A Restrictive Procedure Reporting Form must be completed every time a restrictive procedure is used.

Restrictive Procedure Staff Debriefing Form

Each time a restrictive procedure is used, the staff person will conduct a post-use debriefing with the staff members involved in the use of such procedures within 24 hours (See Appendix C). The post-use debriefing will review the requirements for use of restrictive procedures to ensure that staff has implemented them according to the standards in Minnesota Statute § 125A.0942: the form was completed correctly, staff is able to talk through their feelings surrounding the incident, and action-plans are generated. Should the post-use debriefing indicate that uses of restrictive procedures were not used appropriately, SWMetro School staff will contact the Building Administrator and Supervisor immediately.

Within 24 hours of any restrictive procedure, all staff members involved in the restrictive procedure will debrief and complete the Restrictive Procedure Staff Debriefing Form. The School Social Worker will lead the team involved through the de-briefing meeting (If the school social worker is not available, staff should contact their building Supervisor. A building administrator should be invited to the meeting and will attend whenever possible.

Including Restrictive Procedures in IEPs or BIPs

The requirement that physical holding only be used in an emergency situation continues to apply even when restrictive

procedures are included in the IEP and BIP. When physical holding is included in the IEP or BIP, the IEP team must: 1. Insure that an FBA has been completed. Use the FBA information along with the present level of performance, needs, goals, and objectives to develop a BIP.

2. Include positive behavior supports, de-escalation procedures, instruction in appropriate behavior, and other preventative measures in the BIP.
3. Document which restrictive procedure is being included and why it is the least restrictive effective intervention. The BIP must identify the frequency and severity of target behaviors for which the restrictive procedure is being considered; and anticipated criteria for returning the students to the routine activities and regular education environment if the intervention is used.
4. Indicate how the parent wants to be notified when a restrictive procedure is used.
5. The team is expected to debrief after every restrictive procedure within 24 hours and complete the Restrictive Procedure Reporting Form and the Restrictive Procedure Staff Debrief Form.
6. The IEP team can include restrictive procedures in the IEP or BIP
 - BUT they can only be used in response to an emergency
 - AND an IEP meeting must be held if they are used twice in 30 days

Review Procedures

The District will monitor and review the use of restrictive procedures.

This includes post-use debriefings with those involved, meetings at the end of each month between the Director/Supervisor of Special Education to discuss restrictive procedures used district-wide, in addition to the District Oversight Committee that meets quarterly to review completed forms and data.

In the case of a student with a disability, due process and documentation requirements will be followed a minimum of one time per year during annual IEP meetings.

Oversight Committee: Quarterly, the District Oversight Committee (Behavior Intervention Response Team) will convene and review reported uses of restrictive procedures. This team will review aggregate data, monitor implementation of restrictive and proactive interventions, and provide additional resources if necessary (i.e. training, staff support, materials).

District Oversight Committee Behavior Intervention Response Team (BIRT)

District Wide Restrictive Procedures & Oversight Team:

The District Wide (Behavior Intervention Response Team) team will meet quarterly each year to evaluate and review the “Restrictive Procedures District Wide Plan” and review reported uses of restrictive procedures. The team consists of the following members:

Administration:

Matt McFarlane, Executive Director
Jennifer Heieie, Special Education Director
Paul Johnson, Special Education Site Director

School Psychologist: Paul Sisson

Social Worker: Shelly Graf

Special Education Teachers: Peter Soulen, Jossette Jollief

This team reviews the restrictive procedures data and helps to address all training and concerns noted by the team. Trainings are specific to meet program needs.

Appendices

Appendix A: Use of Restrictive Procedures Summary Sheet

If it becomes necessary to use physical holding to protect a student or other individual from physical injury or to prevent severe property damage (last resort and safest option for all):

1. Select the least intrusive intervention possible to reasonably react to the emergency situation.
2. Ensure that a staff member directly monitors the student to ensure that the student is safe.
3. End the intervention when the threat of harm ends and staff determine that the student can safely return to the classroom, activity, intervention and/or site determined by the team, BIP, and/ or administrator.
4. Seclusion should not be used.
5. Complete the *Restrictive Procedure Reporting Form* every time a restrictive procedure is conducted.
 - a. A copy of the *Restrictive Procedure Reporting Form* is available on the district webpage under Restrictive Procedures and is included in this manual.
6. Conduct a debriefing within 24 hours of the incident
 - a. A copy of the *Restrictive Procedure Staff Debriefing Form* is available on district webpage under Restrictive Procedures and is included in this manual.
 - b. The debriefing process should involve all members of the team that were involved in the restrictive procedure.
7. Provide copies of the *Restrictive Procedure Reporting Form* to the Director/Supervisor of Special Education and the student Special Education file.
8. Notify the parents the same day a restrictive intervention is used via phone, or their preferred method of communication.
 - a. Provide written or electronic notice within two days if unable to notify parents the same day.
9. Hold a team meeting when a restrictive intervention is used twice in 30 days or when a pattern of behavior emerges.
 - a. In the case of a nondisabled student, the team should develop an intervention plan.
 - b. In the case of a student with an IEP, conduct or review a functional behavioral analysis, review data, consider developing additional or revised behavior interventions and supports, consider actions to reduce the use of restrictive procedures, and consider modifying the IEP or BIP.

Appendix B: Definitions

Emergency – A situation where immediate intervention is needed to protect a child or other individual from physical injury.

Physical Holding – 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:

- Helps a child respond or complete a task;

- Assist a child without restricting the child’s movement
- Is needed to administer an authorized health-related service or procedure; or
 - Is needed to physically escort a child when the child does not resist or the child’s resistance is minimal

Positive Behavioral Interventions and Supports – Interventions and strategies to improve the school environment and teach children the skills to behave appropriately.

Restrictive Procedures – The use of physical holding or seclusion in an emergency.

Appendix C: Restrictive Procedure/Debriefing Form

Restrictive Procedures Form

Student: MARS #: DOB: Primary Disability: Sec. Male Female Race/Ethnicity of Student: American Indian Asian Black Hispanic White Other School/Program: Grade:

Section 1: Behavior Incident Form

Date of Incident: Date of Debriefing:

Incident Start time: End Time:

Student was on an IEP: Yes No Was the IEP implemented correctly? Yes No Was a BIP in place:

Yes No Was the BIP implemented correctly? Yes No Incident Location:

Identify the antecedents, triggers and proactive interventions used prior to escalation:

Briefly describe the behaviors witnessed:

Describe the incident:

Did the behavior incident result in in-school or out of school suspension? Yes No

Section 2: DIRS (Student is suspended due to severe behavior) Action Taken:

In School Suspension: Yes No	Length of Suspension:
Removal (Out of School Suspension): Yes No	Number of half days:
Student Withdrew: Yes No	Length of withdrew:
No School Response, Explain:	No school response, referred to police, Explain:

Type of Incident: (Please select below)

Arson	Assault	Attendance	Bomb	Bomb Threat	Bullying
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Computer Damage	Disability Related	Disorderly Conduct	Extortion	Fighting	Gang Activity
Harassment	Hazing	Physical	Racial	Religion	Sexual
Sexual Orientation	Truancy	Other:			

Section 3: Restrictive Procedure/Debriefing Information

1. Information on use of restrictive procedure

Names of all persons involved in the restrictive procedure:

Behaviors resulting in emergency procedure

Protection from: Physical injury to self Physical injury to others

EMERGENCY: Was the procedure used to protect the student/others from physical injury? Yes No **Type of procedure:** Seclusion Child Control Hold CPI Transport Team Control Hold Standing Holding Position
Physical Status and behavior of student during the procedure:

Seclusion

Duration: Location of room used for seclusion:

Did the room contain objects that they may use to injure themselves or others? Yes No

Was seclusion the least intrusive intervention to effectively respond to the emergency? Yes No Was the student monitored continuously? Yes No

Physical Holding

Duration:

Was physical holding the least intrusive intervention to effectively respond to the emergency? Yes No Explain why a less restrictive measure failed or was determined impractical:

Did the physical holding end when the threat of harm ended? Yes No

Was the student continuously monitored? Yes No

Was the BIP followed? Yes No If No, Why?

Follow-up actions to prevent the need for future use of restrictive procedures:

Behavior History

Have restrictive procedures been used twice in a 30 Day period? Yes No Does the team see this as a pattern? Yes No Does the child's IEP team need to meet? Yes No

Staff Attending Briefing

Parent/Guardian Notification

Method of notification: phone writing email in-person Date/Time:

By whom?

Were police called? Yes No Was an ambulance called? Yes No

Were any staff injured during the restraint or seclusion? Yes No

Was the student injured during the restraint or seclusion? Yes No