

5093 - Duluth Public Schools ISD 709 Restrictive Procedures Plan: ~~(Enter School Name)~~

In accordance with Minnesota Statute 125A.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.

Duluth Public Schools ISD709 promotes the use of positive behavioral approaches an intervention for all students. Duluth Public Schools ISD 709 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 Positive 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.~~ 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. Minn. Stat. § 125A.094(b).
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, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. Minn. Stat. § 125A.0941 (c). 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. Minn. Stat. § 125A.0941 (f)
5. Prone restraint” means placing a student in a face down position, Duluth School District may only use prone restraint on children five years of age and older in an emergency when all other conditions of use for a prone restraint are met. Prone restraint may be used until August 1, 2015.
4. ~~5-6.~~ “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. Minn. Stat. § 125A.0941 (g). Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

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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. Duluth Department of Special Services #709 will compile a list of all Nonviolent Crisis Intervention (NCI) trainings from the Crisis Prevention Institute (CPI) and retain attendance records in the district office. The district will maintain records of additional trainings provided within the district. Records of all trainings will be maintained at each building site. See Attendance Form (Appendix A) and Professional Development Form (Appendix B).

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 [under Minn. Stat. § 120.B363](#)
- Mental health professional [as defined in n Minn. Stat. § 245.4871, Subd. 27](#)

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.

[The District shall maintain records of all staff who have been trained and the organization or professional that conducted the training. The District may collaborate with children's mental health providers to coordinate trainings. The record will detail, attendees, date of training, content or modules trained on that day.](#)

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. Building nurse or health assistant will monitor and assess the student's physical condition during the restrictive procedure.

Physical Holdings

Duluth Public Schools intend to use the following types of physical holding: Children's Control, Team Control, Transport, and Interim Control. Prone restraint may only be applied by staff who have been specifically trained on the use of prone restraints, provided the district has

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submitted a list of trained staff to MDE, including information on the type of training that was provided and the trainer. Before using prone restraints, the district must review any known medical or psychological limitations that contraindicate the use of prone restraints.

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Seclusion

Duluth Public Schools do not use any rooms for seclusion.

D. Prohibited Procedures

Duluth Public Schools 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 is used, the staff person who implements or oversees the physical holding 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 Utilized with General Education Students (Form 5093) for general education students and Use of Restrictive Procedure-Physical Holding (SpEd Forms).

F. Documentation of Post-use Staff Debriefing Meeting

Each time physical holding is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing with involved staff within two school days of the incident 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 Utilized with General Education Students (Form 5093) or Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff

Debriefing Meeting Form (SpEd Forms) will be sent to: child's case manager, the building principal, the district's special services director, and the assistant superintendent. A copy will also be placed in the student's due process file in the school building. The administrative assistant to the director of special services will keep a comprehensive file of all restrictive procedure forms used within the school district.

If the post-use debriefing meeting reveals that the use of physical holding 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 Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms) to determine and recommend training needs.

G. Keeping of Records

Original documentation will be submitted to the administrative assistant to the director of special services to be filed in the student special services cum file. Records will be retained for at least seven years following the last date of eligibility for special services to the student.

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G.H. Documentation for an IEP

The use of restrictive procedures will be documented on the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms). Reviews will be conducted in accordance with MN Statute 125A.0942 Subd. 2(c) which requires when restrictive procedures are used ~~twice on two separate school days within~~ 30 calendar days or when a pattern emerges and restrictive procedures are not included in a child's IEP or BIP; 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 provides for using restrictive procedures in an emergency. Minn. Stat. § 125A.0942, Subd. 2 (c);

~~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.~~

If the IEP team determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on ten 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. Minn. Stat. § 125A.0942, Subd. 2 (d).

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. Minn. Stat. §125A.0942, Subd. 2(e).

Record retention will be in accordance with district policies on student records- policy # 5060.

H.I. Building Oversight Committees

At the start of the school year, ~~a team will convene to~~ schools will publicly identify oversight committee members and the purpose of the Building Oversight Committee. ~~For schools that use~~

~~restrictive procedures.~~ The Building Oversight Committee will meet ~~at the end of each semester~~quarterly to review collected data provided in the Critical Incident Data Sheet for Restrictive Procedures Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms). The Committee will complete the Building Oversight Committee Review Form ~~quarterly each semester~~ (Form 5093.2). At the end of the school year, the Building Oversight Committee will complete the Annual Summary of Use of Restrictive Procedures form (Form 5093.3).

The Building Oversight Committee will make recommendations in regards to the District's Restrictive Procedures Plan, indicate training needs, and establish a plan for addressing Committee recommendations.

The oversight committee members must at least include:

- A mental health professional, school psychologist, or school social worker;
- An expert in positive behavior strategies
- A special education administrator; and
- A general education administrator. Minn. Stat. § 125A.0942, Subd. 1 (b)

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If a post-use debriefing meeting reveals that the use of physical holding 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 Utilized with General Education Students (Form 5093) or the Use of Restrictive Procedure-Physical Holding (SpEd Forms) and the Staff Debriefing Meeting Form Utilized with General Education Students (Form 5093.1) or the Staff Debriefing Meeting Form (SpEd Forms) to determine and recommend training needs.

The District Oversight Committee composed of the Special Services Leadership team will review the Annual Summary of Use of Restrictive Procedures form (Form 5093.3) from each school building within the school district and assist with future trainings.

I.J. Emergency Situations – Use of Restrictive Procedures

The Duluth Public Schools 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.K. Positive Behavior Interventions and Supports

Duluth School District #709 is committed to the three aims of: safe and welcoming environment; high achievement for all; and effective and efficient systems. The district is committed to using positive behavioral interventions and supports to ensure a safe and welcoming environment throughout the school district which will allow for the high achievement for all students. Positive behavior interventions and supports improve the school environment and teach children the skills to behave appropriately. ~~At _____, we:~~

- ~~1.~~
- ~~2.~~
- ~~3.~~

References: MS 125.0942, Subd. 1
MS 125.0942, Subd. 2(c)

Adopted: 8-17-11 ISD 709