

# **Medford Public Schools**

## **Restrictive Procedures Plan**

Under Minnesota Statute 125A.0942, Subd. 1, all Minnesota school districts are required to develop and make public a plan that discloses their 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. Additionally, it includes a written description and documentation of the training, as well as the staff who have completed it.

Medford Public Schools uses restrictive procedures only in response to behavior(s) that constitute an emergency, even if written into a child's Individualized Education Program (IEP) plan or Positive Behavior Support Plan (PBSP).

### **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. Medford Public Schools will utilize

Safety Care, with a staff member who is trained to certify additional staff. 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 Special Services office.

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

- Administration
- Licensed special education teachers
- School social workers
- School psychologists
- Other licensed education professionals
- Highly qualified paraprofessionals
- 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 the staff has determined that the student can safely return to the requested activity.

Medford Public Schools intends to use Safety Care. There will be yearly training to maintain staff certification. The following types of physical holding may be used:

- 1-Person Stability Hold
- 2-Person Stability Hold
- Floor Drop Transition
- Forward Transport
- Reverse Transport

Seclusion

Medford Public Schools does not use locked time-out rooms for seclusion.

#### **4. Prohibited Procedures**

Medford 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 a 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 Incident Report form:

- a. A description of the incident that led to the physical holding;
- b. Why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical;
- c. The time the physical holding 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 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 Incident Report and the Staff Debriefing Meeting forms will be sent to:

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

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 that 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 PBSP, 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 PBSP 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 PBSP.

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 Incident Report and the Staff Debriefing Meeting forms. The Director of Special Services completes the state's quarterly report on the Use of Restrictive Procedures. 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

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

Medford 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 PBSP.

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**

Medford Public Schools is committed to using positive behavioral interventions and supports to improve the school environment and teach children the skills to behave appropriately.