

# Osakis Public School #213

## Restrictive Procedures Plan

12-13-17



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# Osakis School District Restrictive Procedure Plan

In accordance with Minnesota Statute 1125A.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.

The Osakis School District 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 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.
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. 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.
5. "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.

## **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. The Osakis School District will compile a list of all Mandt trainings on a quarterly basis. The district will maintain records of additional trainings provided within the district. Records of all trainings will be maintained at each building site.

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
- Mental health professional
- Elementary and High School Principal

#### *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.
11. District policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure; and
12. School wide programs on positive behavior strategies.

#### **C. Physical Holding 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.

##### *Physical Holds*

The Osakis School District intends to use the following types of physical holding: One person standing side body hug, one person one arm standing restraint, two person one arm standing/side body hug, two person restraint using side body hug, moving restraint (one or two person).

### *Seclusion*

The Osakis School District does not intend to use a room for seclusion (if a seclusion room was used, a written notice from local authorities ensuring that the seclusion rooms and the locking mechanisms comply with applicable building, fire, and safety codes for each room identified for seclusion use would be filed. Specifications of rooms used for seclusion and registration information are included in the Seclusionary Locked Time Out Inspection Form located in the office at each building).

Physical holding or seclusion may be used only in emergency. A school that uses physical holding or seclusion shall meet the following requirements:

1. Physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;
2. Physical holding or seclusion is not used to discipline a noncompliant child;
3. Physical holding or seclusion ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;
4. Staff directly observes the child while physical holding or seclusion is being used;
5. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes;
6. The room used for seclusion must meet the standards required by statute; and
7. Before using a room for seclusion, a school must; receive written notice from local authorities that the room and the locking mechanisms comply with applicable building, fire and safety codes.

### **D. Prohibited Procedures**

Osakis School District 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.
10. The Osakis School District does not use the prone restraint.

#### **E. Documentation of Physical Holding and/or Seclusion**

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:

- A description of the incident that led to the physical holding or seclusion;
- Why a least restrictive intervention failed or was determined by staff to be inappropriate or impractical;
- The time the physical holding or seclusion began and the time the child was released;
- 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 (see section R).

#### **F. Documentation of Post-use Staff Debriefing Meeting**

Each time physical holding or seclusion is used, the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing with involved staff within two school days 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 (see section R) will be sent to the principal. The lead teacher or case manager will be notified. The building principal will keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee (see section O for list of committee members).

If the 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 Section R) to determine and recommend training needs.

### **G. Documentation for an IEP**

The district must 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 individualized education program or behavior intervention plan as appropriate. The district must hold the meeting; within 10 calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's individualized education program or behavior intervention plan does not provide for using restrictive procedures in an emergency; 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 program provides for using restrictive procedures in an emergency. If the IEP team determines that existing interventions and support are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on 10 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. The IEP team in any of the above listed circumstances must review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition on the IEP or behavior intervention plan.

### **H. Building Oversight Committees**

The Building Oversight Committee will meet quarterly to review data provided in the Critical Incident Data Sheet for Restrictive Procedures (Section R) and the Staff Debriefing Meeting form (see section R). The Committee will complete the Building Oversight Committee Review Form (see section P). The Building Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form (Section L). 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 Section R) to determine and recommend training needs.

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

The Osakis School District #213 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 found 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.

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

The district 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. OSD uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention:

Behavior Intervention Plans	Use of Calming Strategies
Paraprofessional Support	Classroom Incentives
Social Stories	Behavior Contracts
AR Points and reward cabinet	School-wide Reading Incentive
Renaissance Reward Program	Wall of Fame
Classroom Point Systems	Morning Meetings
Asset Program	Power of One
Classroom Rules	“Above the Line” Thinking
Peer Mediation	Buddy System
De-escalation Strategies	
Service Learning Projects	Osakis Multicultural Diversity Program
STAR Events	

### **K. Training**

To meet all of the requirements of 125A.0942 subd 1(3), staff who use **restrictive procedures** will complete training in the following skills and knowledge areas:

#### **Skills and Knowledge Areas**

1. Positive behavioral interventions
2. Communicative intent of behavior
3. Relationship building
4. Alternatives to restrictive procedures
5. De-escalation methods
6. Standards for using restrictive procedures
7. Obtaining Medical Assistance

#### **Osakis School District (OSD)**

Mandt Program,  
Mandt Program and Handouts  
Mandt Program and Handouts  
Mandt Program  
Mandt  
Mandt & video support  
Mandt & OSD Emergency

- |                                                                                                                                           |                             |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 8. Psychological/Physiological impact of restrict and seclusion                                                                           | Mandt,                      |
| 9. Physical signs of distress during restraint p.229                                                                                      | Mandt Program and Handouts, |
| 10. Recognizing symptoms of asphyxia during restraint p.347                                                                               | Mandt Program and Handouts, |
| 11. District Policies and procedures for timely reporting appd.<br>and documenting each incident involving use of a restricted procedure. | Mandt Program and Handouts, |
| 12. School-wide programs on positive behavior appd.<br>strategies.                                                                        | Mandt Program and Handouts, |

**L. Restrictive Procedures Training and Attendance**

Training: The Mandt System--Relational, Conceptual, Technical

Date: Instructor training

Trainers: Laura Radtke and/or Randy Bergquist. Date of School Personnel

Training: 8/15-19/2016

<b><u>Name of Attendee</u></b>	<b><u>Position</u></b>	<b><u>Building</u></b>
Jessi Bouldin	Sped teacher	Osakis School District
Sara Redetzke	paraprofessional	
Konnie Christopherson	paraprofessional	
Tim Roggenbuck	Administrator	
Joanne Pohlmann	Sped teacher	
Jeff Kalpin	Sped teacher	
Louis Hagl	Sped teacher	
Karen Kamrowski	Social worker	
Becky Bosl	Paraprofessional	
Shad Schmidt	Administrator	
Deb Griesert	Paraprofessional	
Jen Harlow	Paraprofessional	
Jessi George	Paraprofessional	

**Annual Summary:**

How many staff members received the required Mandt training in your building? 13

Did any untrained staff participate in a restrictive procedure? No (If yes, what was the rationale?)

All room repairs must be made prior to the start of the next school year.

Physical Holding:

How many physical holdings were used during the school year? 2016/17 school year - 6 holdings

Were physical holdings used only in response to an "Emergency?" Yes  
(If the answer is "no," explain why and the corrective action taken)

**O. Building Oversight Committee**

The Building Oversight Committee will meet yearly to complete the Review Form (Section P) based on data provided in the Critical Incident Data Sheet for Restrictive Procedures (Section R) and the Staff Debriefing Meeting (Section R) forms. The Committee will also complete the Annual Summary of Use of Restrictive Procedures form (Section L) and establish a plan for addressing Committee recommendations. The Building Oversight Committee may be called together at other times to address the inappropriate use of physical holding and/or seclusion

and determine and recommend training needs. This committee meets quarterly.

OSD Oversight Committee Members:

Tim Roggenbuck, Shad Schmidt, Laura Radtke, Carla Ptacek

**Annual Summary of Use of Restrictive Procedures**

School: OSD

Date:

Prohibited Use:

Did the debriefing teams find incorrect or prohibited use of a restrictive procedure? No  
(If “yes,” what corrective action was taken: )

**P. Building Oversight Committee Recommendations for next year** (include training):

OsakisSchoolDistrictRestrictiveProceduresPlan

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Osakis School District 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 Behavior Intervention Plan (BIP).

**Q. Requirements/Legal Citations for a Seclusion Room--Fire Marshal Check List**

(Osakis does not have a seclusion room)

**Health and Safety Standards and Locking Mechanisms**

Before using a room for seclusion: Must receive written notice from local authorities that the room and the locking mechanisms comply with applicable building, fire, and safety codes  
Minn. Stat. §125A.0942, Subd. 3(6)(i)

Before using the room for seclusion: Register the room with the commissioner  
Minn. Stat. §125A.0942, Subd. 3(6)(ii)

At least six feet by five feet Minn. Stat. §125A.0942, Subd. 3(5)(i)

Well lit Minn. Stat. §125A.0942, Subd. 3(5)(ii)

Well ventilated Minn. Stat. §125A.0942, Subd. 3(5)(ii)

Adequately heated Minn. Stat. §125A.0942, Subd. 3(5)(ii)

Clean Minn. Stat. §125A.0942, Subd. 3(5)(ii)

Window that allows staff to directly observe a child in seclusion Minn. Stat. §125A.0942, Subd. 3(5)(iii)

Tamper proof fixtures Minn. Stat. §125A.0942, Subd. 3(5)(iv)

Electrical switches located immediately outside the door Minn. Stat. §125A.0942, Subd. 3(5)(iv)

Secure ceilings Minn. Stat. §125A.0942, Subd.3(5)(iv)

Doors that open out Minn. Stat. §125A.0942, Subd. 3(5)(v)

Unlocked or Locked with keyless locks that have immediate release mechanisms  
or Locked with locks that have immediate release mechanisms and connected with a fire and  
emergency system Minn. Stat. §125A.0942, Subd. 3(5)( v)

Does not contain objects that a child may use to injure the child or others  
Minn. Stat. §125A.0942, Subd. 3(5)(vi)

Seclusion, Health and Safety Standards and Locking Mechanisms where locking devices shall  
release upon any of the following conditions:

- (1)Activation of the automatic sprinkler system,
- (2)Activation of any automatic fire detection device,
- (3)Activation of an automatic fire alarm system,
- (4)Loss of electrical power to the locking device or the fire alarm system,
- (5)Activation of the fire alarm trouble signal,
- (6)Operation of a manual switch located in an approved location

(If one of 1-6 is not met, the locking device shall notbe used)

SBC Minn. R. 1305.1008, subp. 8 SFC Minn. R. 7511.1008, subp. 3

All locking devices shall be designed to fail in the open position

SFC Minn. R. 7511.1008, subp. 3 SBC Minn. R. 1305.1008, subp. 8

Following the release of the locking devices for any of the conditions specified above (1-6),  
relocking of the device shall be by manual means only at the door

SFC Minn. R. 7511.1008, subp. 3 SBC Minn. R. 1305.1008, subp. 8

Iflockingdeviceisused,theroomorarebeingsecuredmustbeprotectedwithquick-response  
sprinklers SFC Minn. R. 7511.1008, subp. 3 SBC Minn. R. 1305.1008, subp. 8

The room has passed inspection by the fire marshal If locking device is used, the room or area and spaces between the room or area and an outside exit door shall be protected with automatic smoke detection connected to the building's fire alarm system SFC Minn. R. 7511.1008, subp. 3  
SBC Minn. R. 1305.1008, subp. 8

If the walls of the room or area do not extend to the ceiling, automatic smoke detection can be provided in the adjacent room or area, provided that there are no substantial obstructions to delay activation of the smoke detection. SFC Minn. R. 7511.1008, subp. 3  
SBC Minn. R. 1305.1008, subp. 8

If locking device is used, the room or area shall be constructed of noncombustible materials having a minimum of one-hour fire-resistive construction  
SFC Minn. R. 7511.1008, subp. 3 SBC Minn. R. 1305.1008, subp. 8

If locking device is used, the doors separating the room from other spaces shall swing with egress travel from the room and have a fire-protection rating of not less than 20 minutes. (Doors need not be self-closing). SFC Minn. R. 7511.1008, subp. 3 SBC Minn. R. 1305.1008, subp. 8

If locking device is used, the interior finish of the wall and ceiling surfaces must not exceed a Class III (or Class C) flame spread rating SFC Minn. R. 7511.1008, subp. 3  
SBC Minn. R. 1305.1008, subp. 8

Locking devices shall be tested at least monthly to ensure they release under the conditions 1-5 above. (If one of 1-5 is not met, the locking device shall not be used).  
SFC Minn. R. 7511.1008, subp. 3

Room is located on a floor that provides direct grade level access when located in buildings or portions thereof consisting of non-rated construction. SBC Minn. R. 1305.1008, subp. 5

## **R. Links to Mental Health Services**

### **Douglas County | Adult Mental Health**

[www.co.douglas.mn.us/dc/adult-mental-health.aspx](http://www.co.douglas.mn.us/dc/adult-mental-health.aspx)

### **Douglas County | Social Services**

[www.co.douglas.mn.us/dc/social-services.aspx](http://www.co.douglas.mn.us/dc/social-services.aspx)

### **Douglas County | Children's Mental Health**

[www.co.douglas.mn.us/dc/childrens-mental-health.aspx](http://www.co.douglas.mn.us/dc/childrens-mental-health.aspx)

Lakeland Mental Health - Alexandria

[www.lmhc.org/alexandria.html](http://www.lmhc.org/alexandria.html)

**R. Critical Incident Data Sheet**

**Restraint Documentation Incident Report / Debriefing**

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Parent/guardian contacted? Yes / No

*Restraint Began:* \_\_\_\_\_ *Restraint Ended* \_\_\_\_\_ *Total Minutes* \_\_\_\_\_

Reason for Restraint: \_\_\_\_\_ Harmful to Self \_\_\_\_\_ Harmful to Others

***Staff Involved:***

*Primary Author;*

*Other Participants;*

*Witnesses;*

**Primary Documentation** (description of behavior that occurred, how staff intervened, and student response)

Signature \_\_\_\_\_

**Staff's Evaluation of Restraint** (procedures, changes, de-briefing):

**Addendum Statements** (sign and date)

**INITIAL CHECK AND FOLLOW UP**

**Level One Assessment** (Interview and examine youth for discomfort, injuries, claims of excessive force)

**Circulatory:** *changes in skin color, temp, bleeding, rapid pulse, sweating*

**Respiratory:** *panting, shallow breath, wheezing, signs of distressed breathing*

**Neurological:** *confused, disoriented, headache, changes in vision or speech, unequal pupils*

**Gastrointestinal:** *vomiting, abdominal pain, nausea, diarrhea*

**Musculoskeletal:** *pain, redness, bruising, petechiae, torn skin, rash, swelling, hindered movement*

Note any treatment needs:

Allegation of abuse made?

Nurses Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**24 Hour Recheck: Repeat Level One Assessment and Document:**

Nurses Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Administrator

Signature: \_\_\_\_\_, Date: \_\_\_\_\_