



## **Restrictive Procedures Plan Hayfield Community Schools**

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.

Hayfield Community 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.
- 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 Zumbro Education District main 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

### **Activities**

District staff who have routine contact with students and who may use restrictive procedures receive training (both in-depth initial training and regular refresher training) 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 only in an emergency;
- 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;
  
- j. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used;

- k. District policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure and;
- l. Schoolwide programs on positive behavior strategies

### **3. Oversight Committee**

Hayfield Community Schools oversight committee consists of the following individuals:

- a. Building Administrators: Annette Freiheit, Elementary Principal; John Howe, High School Principal
- b. Special Education Administrator: Diana Orr, Special Education Coordinator
- c. School Social Worker

The oversight committee meets every quarter and will review the following:

- a. Physical intervention documentation to determine patterns or problems indicated by similarities in the time of day, day of week, duration of the use of a procedure, the individuals involved or other factors associated with the use of restrictive procedures, as well as review individual due process paperwork.
- b. The number of times a restrictive procedure is used schoolwide and for individual children
- c. The number and types of injuries, if any, resulting from the use of restrictive procedures
- d. Whether restrictive procedures are used in nonemergency situations
- e. The need for additional staff training
- f. Proposed actions to minimize the use of restrictive procedures
- g. Communicate district training needs to the Zumbro Education District Special Education Director

### **4. 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 Holding**

- a. Hayfield Community Schools intends to use the following types of physical holding: CPI Children's Control Position, CPI Team Control Position, CPI Transport Position, CPI Interim Control.

#### **Seclusion**

Hayfield Community Schools does not use seclusion.

## **5. Prohibited Procedures**

Hayfield Community 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, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck chest, lungs, sternum, diaphragm, back or abdomen, or results in straddling a child's torso.

## **6. 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 SPED Forms: "Use of Restrictive Procedures: Physical Holding" 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.

Each time physical holding or seclusion is used, the staff person who implements or oversees the restrictive procedure shall conduct a post-use debriefing with the building administrator or administrative designee within 2 school days after the incident occurs. The SPED Forms "Staff Debriefing" form will be used to review:

- 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;
- d. A synopsis of the student's behavioral and physical status;
- e. That staff were present and monitoring the situation and student safety;
- f. Review completeness of Sped Forms documentation;
- g. Review parental notification requirements;
- h. Determine if additional due process requirements need to be addressed;
- i. Ensure that all staff involved are identified;
- j. Ensure that staff using physical holds have up-to-date restrictive procedures training.

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.

## **7. 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. Meetings of the IEP team will be conducted in accordance with MN Statute which requires review within 10 calendar days after restrictive procedures are used on two separate school days within 30 school days; 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. At that time, 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.

If restrictive procedures are used on a child on ten or more school days during the same school year, the team 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 professional; review existing evaluations, resources, and successful strategies; or consider whether a re-evaluation is necessary.

### **8. Use of Restrictive Procedures-Parent Notification**

Hayfield Community 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 within two days. Documentation of how the parent wants to be notified when a restrictive procedure is used may be included in the IEP or BIP.

### **9. Positive Behavior 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.

#### Hayfield and Brownsdale Elementary Schools

The elementary uses a schoolwide positive behavior support through the Responsive Classroom framework. Instruction is provided during “morning meeting” which focuses on community building, social skills building, and character building. Staff models and practices positive behaviors with the students. All classrooms use an “I do, we do, you do” approach.

Professional development includes a two-year book study on The Power of Our Words: Teacher Language that Helps Children Learn (2013-2015).

In addition, there are many activities that promote working with and getting along with others in our schools: Fun Run, grade level field trips, and community service.

#### Hayfield High School

A daily homeroom advisory promotes social and academic growth. Grade levels also participate in year long Spirit Cup activities with a culminating week long schedule of activities. In addition, the Student Council provides opportunities for students to have their voice heard within the school community. There are many extracurricular activities that meet once a month during the school day that promote building community and positive relationships:

- HOT—Helping Others Together
- SADD—Students Against Destructive Decisions
- STARS—Students Teaching About Refusal Skills
- WEB—Where Everyone Belongs (day long programming which include all incoming 7<sup>th</sup> grade students)
- Multiple other extracurricular activities that promote working as a group/team

Mental Health Community Resources

***Dodge County***

Dodge County Human Services  
 22 6th St. E Dept. 407  
 Mantorville, MN 55955  
 504-635-6170  
[www.co.dodge.mn.us](http://www.co.dodge.mn.us)

South Central Human Relations Center  
 610 Florence Ave.  
 Owatonna, MN 55060  
 507-451-2630  
 800-722-0590  
[www.schrc.com](http://www.schrc.com)

Fernbrook Family Center  
 503 S. Mantorville Ave.  
 Kasson, MN 55940  
 507-634-4690  
[www.fernbrook.org](http://www.fernbrook.org)

***Mower County***

Mower County Human Services  
 1301 18th Ave. NW Suite A  
 Austin, MN 55912  
 507-437-9700  
<http://www.co.mower.mn.us/>

Community and Technology Services  
 1403 15th Ave. NW  
 Austin, MN 55912  
 507-437-2827

Family Connections  
 507-438-2533

**APPENDICES**

1.- Restrictive Procedures Training

Instructors:

Duane Ellingworth-ZED School Psychologist, Crisis Prevention Institute Nonviolent Crisis Intervention Certified Instructor (Certified 3/5/2010)

Melinda Schroeder-ZED Autism Resource Specialist/School Psychologist, Crisis Prevention Institute Nonviolent Crisis Intervention Certified instructor (Certified 3/5/2010)

ZED Restrictive Procedures Training Outline (12 hours of initial training) and includes the following information:

Legal definitions  
Risks of physical restraint (staff and student, physiological & psychological)  
If need to engage in physical holding, what is required  
Guidelines for restrictive procedures  
Due process requirements  
Relationship building  
Communicative intent of behavior  
Positive behavior interventions  
Documentation Requirements  
Crisis Prevention Institute Inc-Nonviolent Crisis Intervention Units I – X  
Unit I CPI Crisis Development Model  
Unit II Nonverbal Behavior  
Unit III Paraverbal Communication  
Unit IV Verbal Intervention  
Unit V Precipitating Factors, Rational Detachment, and Integrated Experience  
Unit VI Staff Fear & Anxiety  
Unit VII CPI Personal Safety Techniques  
Unit VIII Nonviolent Physical Crisis Intervention  
Unit IX Situational Role Plays  
Unit X Postvention

Hayfield Community Schools maintains a list of staff who have received restrictive procedures training. This includes staff name, date of initial training and dates of refresher training. This is on file at the coordinator's office at Hayfield Elementary School.

## 2. Documentation Forms

Sped Forms:  
Use of Restrictive Procedures: Physical Holding  
Staff Debriefing Meeting





**Hayfield**  
**9 - 6th Avenue SE**  
**Hayfield MN 55940-5940**  
**Tel: 507-477-3238**

**Use of Restrictive Procedures: Physical Holding**

Student: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

Gender: **Female**

Part A. Is the student Hispanic/Latino? Part B. What is the student's race? (*Choose one or more*)

Yes  No

American Indian or Alaska Native

Asian

Black or African American

White

Native Hawaiian or Other Pacific Islander

Directions: The staff person who implemented or oversaw a physical hold must complete this form each time a physical hold is utilized.

Staff involved: \_\_\_\_\_

Person completing this form: \_\_\_\_\_ Position: \_\_\_\_\_ Phone: \_\_\_\_\_

**EMERGENCY**

Was physical holding used to protect student or others from physical injury?  Yes  No

Description of the emergency situation:

Description of the incident that led to physical holding:

**PHYSICAL HOLDING**

Description of the physical holding and a brief description of the student's behavioral and physical status:

Was physical holding the least intrusive intervention to effectively respond to the emergency?  Yes  No

Explain why a less restrictive intervention failed or was determined to be inappropriate or impractical:

Did the physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity?  Yes  No

Explain:

Did staff directly observe the child during the physical hold:  Yes  No

Explain:

Time physical hold began: \_\_\_\_\_ Ended: \_\_\_\_\_ Total Time: \_\_\_\_\_

PARENT NOTIFICATION

Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.

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

Notified by: \_\_\_\_\_

How notified: \_\_\_\_\_



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**9 - 6th Avenue SE**  
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**Tel: 507-477-3238**

**STAFF DEBRIEFING MEETING**

Date of Incident: \_\_\_\_\_

Date of Debriefing: \_\_\_\_\_

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

ID: \_\_\_\_\_

DOB: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Student was on an IEP:  Yes  No

Was IEP implemented correctly?  Yes  No

Was a BIP in place:  Yes  No

Was BIP implemented correctly?  Yes  No

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

Briefly describe the impact of these less restrictive interventions:

What behavior necessitated the use of a restrictive procedure?

Describe student and staff behavior during the incident:

What actions helped or didn't help?

Describe the procedure used to return the student to his/her routine activity:

Was the hold/seclusion the response to an emergency situation?

Yes  No

Was the hold/seclusion the least restrictive intervention?

Yes  No

Did the hold/seclusion end when the threat of harm ended?

Yes  No

Is corrective action needed?

Yes  No

Is the behavior likely to reoccur?

Yes  No

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

**Behavior History:**

Other restrictive procedures used in the last 4 weeks:

Yes  No

Restrictive procedures used twice in a month:

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 Debriefing** (should include one individual not involved in the incident)

(Facilitator)

\_\_\_\_\_