**Fillmore Central Public Schools #2198**

**Restrictive Procedures**

**Plan**

**Date of Plan/ School Board Approved: August 15, 2011**

**Revised December 2014**

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Appendix A

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| **Fillmore Central Public School #2198****Critical Incident Data Sheet for Restrictive Procedures** |
| **Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Building: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Incident: \_\_\_\_\_\_\_\_\_\_\_\_\_****Directions: Complete this form whenever a physical hold (P) is used. All students must be monitored by an adult at all times. End the intervention when the threat of harm ends and staff determine that the student can safely return to the classroom or activity.****\*A debriefing meeting must be held within (2 school days) and a Staff Debriefing Meeting form completed.** |
| Involved Staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature of person completing this form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Description of incident: |
| Intervention TimeStart End | Location | Type of Physical Hold Used (options below) |
|  |  |  | CC | TC | TE | IC |
|  |  |  | CC | TC | TE | IC |
|  |  |  | CC | TC | TE | IC |
|  |  |  | CC | TC | TE | IC |
| Any clothing removed? Shoes \_\_\_\_ Belt \_\_\_\_ Pocket Contents \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Intervention was used to protect child or others from physical injury? Yes \_\_\_\_\_ No \_\_\_\_\_Positive and least restrictive interventions tried before use of restrictive procedure:\_\_ Redirection, Correction, Verbal or Non-verbal Feedback\_\_Brief supervised removal – (another location for purposes of engaging in activities or discussion related to behavior, thoughts or feelings.)\_\_Safe place to relax/regroup (voluntary)\_\_Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Description of why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Parent(s) Notification: Parents must be notified the same day the procedure is used. A written or electronic notice will be sent within 2 days if unable to notify on same day.Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By Whom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Parent Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Was law enforcement contacted? Yes \_\_\_\_\_ No \_\_\_\_\_ By Whom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Outcome of call: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Physical Hold Options:** Children’s Control=CC, Team Control=TC, Team Escort=TE, Interim Control=IC

Appendix B

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| **Fillmore Central Public School #2198****Staff Debriefing Meeting** |
| **Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **DOB:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Building:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date of Debrief:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date of Incident:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Student on an IEP: Yes \_\_\_\_\_ No \_\_\_\_\_ BIP in Place: Yes \_\_\_\_\_ No \_\_\_\_\_ Was IEP followed: Yes \_\_\_\_\_ No \_\_\_\_\_ Was BIP followed: Yes \_\_\_\_\_ No \_\_\_\_\_If answered no, explain why: |
| Signatures of staff attending debrief (should include at least one person not involved in incident who has knowledge of behavior). Circle the Facilitator’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Identify the antecedents, triggers and proactive interventions used prior to escalation. Briefly describe the impact of the less restrictive interventions. What behavior did the student exhibit to require a restrictive procedure? Was the intervention used to protect child/others from injury? Describe student and staff behavior during the intervention. |
| What actions helped/what did not help? |
| Describe the procedure used to return the child to his/her routine activity, education setting, intervention, and/or site determined by the team, BIP and/or administrator. |
| Was the hold an emergency? Yes \_\_\_\_\_ No \_\_\_\_\_Was the hold least intrusive? Yes \_\_\_\_\_ No \_\_\_\_\_Did the hold end when threat of harm ended? Yes \_\_\_\_\_ No \_\_\_\_\_Is corrective action needed? Yes \_\_\_\_\_ No \_\_\_\_\_Is the behavior likely to occur again? Yes \_\_\_\_\_ No \_\_\_\_\_ |
| Follow-up action (to prevent need for future restrictive procedures): |
| Behavior history:Restrictive procedures used on 10 or more days this school year? Yes \_\_\_\_\_ No \_\_\_\_\_Restrictive procedures used on two separate school days within 30 calendar days? Yes \_\_\_\_\_ No \_\_\_\_\_Does the team see this as a pattern? Yes \_\_\_\_\_ No \_\_\_\_\_Does the child’s IEP team need to meet? Yes \_\_\_\_\_ No \_\_\_\_\_ |

Place a copy of these forms in Student’s Due Process File.

Send copies to: \_\_\_\_case manager \_\_\_\_\_special ed director \_\_\_\_\_ building principal, \_\_\_\_\_other

Appendix C

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| **District Oversight Committee Review Form** |
| **Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Building**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Meeting Date**:\_\_\_\_\_\_Restrictive procedures are documented in the IEP or attached BIP: Yes No**Key:** Children’s Control=CC, Team Control=TC, Team Escort=TE, Interim Control=IC |
| **Date** | **CC** | **TC** | **TE** | **IC** | **Total Duration of Holdings**  |
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Appendix C

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| **Summary of Critical Incident Data Sheet**Frequency of Use: Increase Decrease SameDuration of Use: Increase Decrease SameWere the positive interventions consistently used to use of a restrictive procedure? Yes NoWere parents routinely notified on the same day of the procedure or within 2 days via written or electronic notice? Yes No |

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| **Summary of Staff Debriefing Meeting forms:**Is there a pattern of antecedents? Yes No Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Is there a pattern of Behaviors? Yes No Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Is there a pattern of staff responses? Yes No Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Is there a pattern of interventions that helped return this student to his/her routine activities ASAP? Yes No Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Is there a pattern of interventions that escalated student behaviors? Yes No Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Were procedures routinely discontinues when threat of harm ended? Yes No Were procedures routinely used only in an emergency? Yes No  |

**Members of the Reviewing Team:**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix D

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| **Fillmore Central Public School #2198****Quarterly Summary of Use of Restrictive Procedures** |
| **School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Staff Training:**How many staff members received the required CPI training in your building? ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Did any untrained staff participate in a restrictive procedure? Yes \_\_\_\_No \_\_\_\_ If yes, what was the rationale? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Physical Holding:**How many physical holdings were used during the school year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Were physical holdings used only in response to an “Emergency?” Yes NoIf the answer is “no,” explain why and the corrective action taken: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Prohibited Use:**Did the debriefing teams find incorrect or prohibited use of a restrictive procedure? Yes NoIf “yes,” what corrective action was taken: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Building Oversight Committee Recommendations for the Next Year (include training):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Date of plan: 06/01/11**

**Revised October 2014**

**Fillmore Central Public School #2198**

**Restrictive Procedures Plan**

**Restrictive Procedures Plan**

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.

Fillmore Central School #2198uses 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). *Minn. Stat. 125A.0942, Subd. 2 (f)*

**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. 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 desk or hides under a desk or table; A child who does not respond to a staff persons 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.0941 (b)*

2. “**Physical holding**” means physical intervention intended to hold a child immobile or limit a child’s movement, 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. 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. *Minn. Stat. 125A.0941 (c)*

3. “**Positive behavioral interventions and supports**” means interventions and strategies to improve the school environment and teach children the skills to behave appropriately. *Minn. Stat. 125A.0941 (d)*

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. “**Seclusion**” means confining a child alone in a room from which egress is barred. Egress maybe barred by an adult locking or closing the door in a room or preventing the child from leaving a room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion. *Minn. Stat. 125A.0941 (g)*

**B. Staff Training/ Professional Development**

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. Fillmore Central Public School #2198will compile a list of all Crisis Prevention Institute (CPI) trainings and forward attendance records to the district 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

***Professional Development***

Professional 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;

9. Monitoring and responding to a child’s physical signs of distress when physical holding is being used;

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 restrictive procedure;

12. School wide programs on positive behavior strategies;

13. Knowledge in accommodating, modifying, and adapting curricula materials and strategies to appropriately meet the needs of individual students and ensure adequate progress towards the states graduation standards.

To meet all of the professional development requirements staff that use **restrictive procedures** will complete training in the above skills and knowledge areas through the guided use of Nonviolent Crisis Intervention, Infinitec, Educational Impact and Positive Behavior Intervention Strategies trainings.

**C. Restrictive Procedures**

Restrictive procedures that may be used in emergency situations include physical holdings only. 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 Holdings***

Fillmore Central School Public School #2198intends to use the following types of physical holdingChildren’s Control, Team Control, Team Escort, and Interim Control.

***Seclusion***

Fillmore Central School Public School #2198does not use any rooms for seclusion. Students’ needs are being met through the use of refocus rooms such as the office or resource room.

If Fillmore Central should need a seclusion room, the required documentation and inspection by a fire Marshall will be acquired first and all seclusion time out rooms used by the districtwill be registered with the Minnesota Department of Education.

**D. Prohibited Procedures**

Fillmore Central School Public School #2198will 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 walkers, 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 as defined under section 626.556 (reporting of maltreatment of minors).

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, 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.

**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 (see Appendix A).

**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 2 school days of the incident after the restrictive procedure concludes. The post use-debriefing will review the following requirements to ensure the physical holding was appropriately

1. Whether the physical holding was used in an emergency
2. Whether the physical holding was the least intrusive intervention that effectively responds to the emergency
3. Whether the physical holding was used to discipline a noncompliant child
4. Whether the physical holding ended when the harm ended and the staff determined that the child could safely return to the classroom for activity
5. Whether the staff directly observed the child while physical holding was being used
6. Whether the documentation was completed correctly
7. Whether the parents were properly notified
8. Whether and IEP team meeting need to be scheduled
9. Whether the appropriate staff used physical holding
10. Whether the staff that used physical holding was appropriately trained.

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 Appendix A) and the Staff Debriefing Meeting form (see Appendix B) will be sent to: child’s case manager, the district’s special education director, the building principal and a copy placed in the student’s due process file. The special education directorwill keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee.

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 following disciplinary action if necessary and/or additional training with physical holds. The Building Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures (see Appendix A) and the Staff Debriefing Meeting form (Appendix B) to determine and recommend training needs.

**G. 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 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 BIP, the district will hold a meeting of the IEP team or upon parent’s request.

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.

The district will review the use of restrictive procedures at a child’s annual IEP meeting when the child’s IEP documents the use of restrictive procedures in an emergency or when t

Record retention will be in accordance with district policies on student records.

**H. Building Oversight Committees**

The Building Oversight Committee will meet quarterly to review data provided in the Critical Incident Data Sheet for Restrictive Procedures and the Staff Debriefing Meeting form. The Committee will complete the Building Oversight Committee Review Form. The Building Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form. 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.

Oversight Committee Members:

* Micki Breitsprecher, Director of Special Education
* Heath Olstad, District Principal
* Brian Feight, School Psychologist
* Marsha Dowe, Special Education Teacher
* Vicki Nelson, Family Support Worker

The committee will review the following:

1. The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of week, duration of the use of a restrictive procedure, the individuals involved or other factors associated with the use of restrictive procedures.
2. The number of times a restrictive procedure is used school wide and for an individual child.
3. The number and types of injuries, if any, resulting from the use of restrictive procedures.
4. Whether restrictive procedures are used in non-emergency situations.
5. The need for additional staff training.
6. Proposed actions to minimize the use of restrictive procedures.

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 and the Staff Debriefing Meeting form to determine and recommend training needs.

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

The Fillmore Central School Public School #2198shall 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 Fillmore Central School District leans on their school mission statement, which incorporates a commitment to maintaining a safe and nurturing learning environment. The school district believes in the uniqueness and potential of each student and provides opportunities to achieve each learner's personal best.

Fillmore Central High School created the "Falcon Fundamentals" during their PBIS training with MDE within the last three years.  The staff are trained and encouraged to display this information and use common language to support an effective, efficient and nurturing environment. The Falcon Fundamentals include:

Respond Safely; Respect Everyone; Responsibility Everywhere

(Posters are displayed in all areas of the school.)

During the first day of school, the principal shared his vision of positive school wide expectations for students and staff behaviors. During a school assembly, students were given constructive and positive messages on proactive social behavior.  School staff was also given the principal's expectations as far as providing a safe, nurturing and positive learning environment. When walking through the halls of Fillmore Central, one can see, hear and feel "a place like home."

Fillmore Central School District has two dynamic school settings that are accompanied with teams of effective and efficient teachers. The teachers are aware of the three Tertiary Prevention Model. Each school has a team that facilitates support and problem solving strategies. At the Elementary level, Teachers Assisting Teachers (TAT) facilitates discussion on the what, why and how things are happening and creates plans to do the next best thing. The next best thing, could be universal - classroom activities, or targeted strategies that may be more specific and perhaps taught in a smaller setting, and last more intensive which is individualized with special support from the Special Education Department.

 At the high school level, the team is called Student Assistant Team. This team is centered on the student being present and teachers, staff and parents are involved in the problem solving process. This, like TAT, is used to problem solve, academics, behavior, family and mental health issues.

Fillmore Central School District is a small, rural district with a big heart for all learners. It incorporates a "family -like-feeling."   It is a community who strongly supports and provides high expectations for students and staff to give their best.

**K. Links to Mental Health Services**

Fillmore County Social Services

<http://www.co.fillmore.mn.us/>

Phone (507) 765-2175

Hiawatha Valley Mental Health Center

<http://www.hvmhc.org/>

Phone (507) 454-4341

Zumbro Valley Mental Health Center

<http://www.zumbromhc.org/>

Phone (507) 289-2089