

Jordan's Restrictive Procedure Plan

Updated August 2017

In accordance with Minn. Stat. §§ 125A.094 and 125A.0942 as amended effective 7/1/13, every school district is required to develop and make publicly accessible in an electronic format on a school or district website or make a paper copy available upon request a plan that discloses its use of restrictive procedures with special education students. The plan must list the restrictive procedures that the school district intends to use; describe how the school district will implement a range of positive behavior strategies and provide links to mental health services, describe how the school district will monitor and review the use of restrictive procedures, including post-use debriefings and convening an oversight committee to undertake a quarterly review of the use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of the week, duration of the use of a procedure, the individuals involved, or other factors associated with the use of restrictive procedures, the number of times a restrictive procedure is used school-wide and for individual children the number and types of injuries, if any, resulting from the use of restrictive procedures, whether restrictive procedures are used in nonemergency situations, the need for additional staff training, and proposed actions to minimize the use of restrictive procedures; and includes a written description and documentation of the training any staff members who will be using restrictive procedures have completed to show they have the skills set out in Minn. Stat. § 125A.0942, subd. 5.

Jordan Public Schools uses **restrictive procedures** only in emergency situations.

“Emergency” means a situation where immediate intervention is needed to protect the student or other individuals from physical injury or to prevent serious property damage; and less intrusive or non-physical interventions would not be effective; and a behavior intervention plan has been developed for the student and the student has failed to respond to those reinforcement techniques. **“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. Restrictive procedures must not be used to punish or otherwise discipline a child.

Individual Education Plans

The team may include a plan for using restrictive procedures in the IEP but may only use the procedures in situations that constitute an emergency. The IEP (Individual Education Plan) and/or BIP (Behavior Intervention Plan) must indicate how the parent wants to be notified when a restrictive procedure is used. The team is expected to debrief after every restrictive procedure and complete the **“Restrictive Procedure Reporting Form” (Appendix A)** & **“Restrictive Procedure Staff Debrief Form” (Appendix B)**.

I. The Jordan School District intends to use the following restrictive procedures:

- A. The restrictive procedure that Jordan may use in an emergency situation is physical holding. Physical holding is a physical intervention intended to hold a student immobile or limit a student's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a student in order to protect a student or other individual from physical injury.
 1. The physical holding must: (1) be the least intrusive intervention that effectively responds to the emergency; (2) not be used to discipline a noncompliant student; (3) end when the threat of harm ends and the staff determines the child can

safely return to the classroom or activity; (4) be observed directly by staff while the physical holding is being used; and (5) be documented as soon as possible after the incident concludes by the person who implemented the physical hold or oversaw the hold.

2. The term physical holding does not mean physical contact that: (1) Helps a child respond or complete a task; (2) assists a child without restricting the child's movement; (3) is needed to administer an authorized health-related service or procedure; (4) is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
3. The school district intends to use the following types of physical holding:
 - a. Nonviolent Crisis Intervention (CPI) – Children's Control Position
 - b. Nonviolent Crisis Intervention (CPI) – Team Control Position
 - c. Nonviolent Crisis Intervention (CPI) – Transport Position
 - d. Nonviolent Crisis Intervention (CPI) – Interim Control Position
4. Those authorized and certified to use restrictive procedures include: building administration, licensed school social workers & school psychologists, licensed special education teachers, other certified/registered educational professionals, special education paraprofessionals, who have been trained, may support licensed staff under their direction.
5. **Reasonable force** is permitted by school staff when necessary to correct or restrain a student in order to prevent bodily harm or death to self or others.

B. Restrictive Procedures Not Used: Jordan does not use the restrictive procedures:

1. **Seclusion** – confining a student alone in a room from which egress is barred, including by an adult locking or closing the door in the room or preventing the student from leaving the room. Removing a student from an activity to a location where the student cannot participate in or observe the activity is not seclusion if the student is not confined alone in a room from which egress is barred.
2. **Prone Restraint** – placing a student in a face down position.

C. Mechanical Restraint: Physical holding does not include the application of mechanical restraints for bus transportation, sensory needs, or medical needs as these procedures are documented in the student's Individual Family Service Plan (IFSP) or Individual Education Program (IEP).

II. The school district will implement a range of positive behavior strategies and provide links to mental health services.

- A. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
- B. The Jordan School District is a Pre-K through grade 12 PBIS School District. Each school implements daily and weekly positive behavior strategies. Other strategies we implement are: Responsive Classroom; Positive Behavior Interventions and Supports (PBIS); Bullying Prevention Week; Pyramid Model (Early Childhood); Mental Health Week (Middle and High School); daily advisories (Middle and High School)

- C. The school district provides the following links to mental health services: Jordan Public School Website; www.jordan.k12.mn.us > Parents > Family Support > District Mental & Behavioral Health.

III. The school district will provide training on de-escalation techniques

- A. The school district provides the following training on using positive behavior interventions: Nonviolent Crisis Intervention Prevention training; social/emotional/behavioral training for staff; PBIS
- B. The school district provides the following training on accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation standards: Differentiation training (Tier 1, 2, and 3 interventions); Professional Learning Communities: Grading for Learning; Grade Level Flexing.

IV. The school district will monitor and review the use of restrictive procedures in the following manner

- A. Documentation
1. **Every** time a physical holding is used, the staff person who implements or oversees the holding documents, as soon as possible (within 1 working day), after the incident concludes, the following information:
 - a. Emergency factors leading to the use of restrictive procedures including why a less restrictive measure failed or deemed inappropriate or impractical
 - b. Restrictive procedure used in the emergency
 - c. Time spent using restrictive procedure including a brief record of the child's behavioral and physical status
 - d. Parent/Guardian notification:
 - i. The School District shall make reasonable efforts to notify the parent on the same day when a restrictive procedure is used. If the school is unable to provide same-day notice, notice will be sent within 2 days by written or electronic means or as otherwise indicated by the parent. If used twice in 30 days or when a pattern emerges, and not included in the student's IEP or BIP, the district must hold a meeting of the team to conduct a review of the Functional Behavior Assessment data and consider developing or revising the behavioral interventions and supports.
 2. See Appendix A ***"Restrictive Procedure Reporting Form"***
- B. Post-use debriefings, consistent with documentation requirements:
1. Each time physical holdings used, the staff person who implement or oversaw the physical holding shall conduct a post-use debriefing with the Director of Support Services, within 2 working days after the incident concludes.
 2. The post-use debriefing will review the following requirements to ensure that the physical holding was used appropriately:

- a. Whether the physical holding or seclusion was used in an emergency situation.
 - b. Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency.
 - c. Whether the physical holding or seclusion was used to discipline a noncompliant child.
 - d. Whether the staff directly observed the child while physical holding or seclusion was being used.
 - e. Whether the documentation was completed correctly
 - f. Whether the parents were properly notified.
 - g. Whether an IEP team meeting needs to be scheduled.
 - h. Whether the appropriate staff used physical holding or seclusion
 - i. Whether the staff that used the physical holding or seclusion was appropriately trained.
 - j. Description of the procedure used to return the child to his/her routine activities, educational setting, intervention, and/or site determined by the team, BIP, and/or administration
3. Of the post-use debriefing determines the physical holding or seclusion was not used appropriately, the Jordan School District will ensure immediate corrective action is taken.

4. See Appendix B ***“Restrictive Procedure Debriefing Form”***

C. Oversight committee

1. The Jordan School District will convene an oversight committee, which may include the following individuals:
 - o Special Services Director,
 - o Superintendent or his/her designee,
 - o Special Education Department Lead or assigned school representative,
 - o School Psychologist,
 - o School Social Worker,
 - o School Nurse,
 - o School Site Representative(s), and/or
 - o Building Principal
2. The school district’s oversight committee will meet quarterly during the school year.
3. The school district’s oversight committee will review the following: (1) for patterns or problems indicated by similarities in the time of day, day of the week, duration of the use of a procedure, the individuals involved, or other factors associated with the use of restrictive procedures (2) at the number of times a restrictive procedure is used school-wide and for individual children; (3) at the number and types of injuries, if any, resulting from the use of restrictive procedures; (4) at whether restrictive procedures are used in nonemergency situations; (5) at whether additional staff training on behavior interventions and restrictive procedures is needed; and (6) at proposed actions to minimize the use of restrictive procedures.
4. The District administration will maintain an ongoing record of all reported uses of restrictive procedures through the use of the district’s online data warehouse.

V. The school district staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:

Training for Staff – Training as required in Minn. Stat. 125A.0942 Subd.1(3) & Subd.5

Skills and Knowledge Areas	Annual Training
<p>A. Positive Behavioral Interventions</p>	<p>NVCI (CPI): Non-Violent Crisis Intervention Evidence-based crisis prevention and training; emphasis on early intervention & nonphysical methods for preventing or managing disruptive behavior.</p> <p>PBIS: Positive Behavior Interventions and Supports A Framework developed by staff to build culture and expectations around student behavior. These expectations are taught in an intentional manner to students and are reinforced everyday by staff and students.</p> <p>Mental Health Training</p> <p>Nonverbal Communication Strategies Visual strategies to support student understanding of academic & social learning. (i.e. 5 point scale, graphic organizers, comic strip conversations, etc.)</p>
<p>B. Communicative Intent of Behavior</p>	<p>PBIS: Positive Behavior Interventions and Supports A Framework developed by staff to build culture and expectations around student behavior. These expectations are taught in an intentional manner to students and are reinforced everyday by staff and students.</p> <p>Nonverbal Communication Strategies Visual strategies to support student understanding of academic & social learning. (i.e. 5 point scale, graphic organizers, comic strip conversations, etc.)</p> <p>Responsive Classroom An approach to elementary teaching that emphasizes social, emotional, & academic growth in a strong & safe school community.</p> <p>NVCI (CPI): Non-Violent Crisis Intervention Evidence-based crisis prevention and training; emphasis on early intervention & nonphysical methods for preventing or managing disruptive behavior.</p>

C. Relationship Building	<p>PBIS: Positive Behavior Interventions and Supports A Framework developed by staff to build culture and expectations around student behavior. These expectations are taught in an intentional manner to students and are reinforced everyday by staff and students.</p> <p>Responsive Classroom An approach to elementary teaching that emphasizes social, emotional, & academic growth in a strong & safe school community.</p> <p>NVCI (CPI): Non-Violent Crisis Intervention Evidence-based crisis prevention and training; emphasis on early intervention & nonphysical methods for preventing or managing disruptive behavior.</p>
D. Alternatives to Restrictive Procedures (including techniques to identify events and environmental factors that may escalate behavior)	<p>NVCI (CPI): Non-Violent Crisis Intervention <i>District-wide</i> Evidence-based crisis prevention and training; emphasis on early intervention & nonphysical methods for preventing or managing disruptive behavior.</p> <p>PBIS: Positive Behavior Interventions and Supports A Framework developed by staff to build culture and expectations around student behavior. These expectations are taught in an intentional manner to students and are reinforced everyday by staff and students.</p> <p>Collaborative Problem Solving Approach through I-Teams, Child Study Teams, and PLCs</p>
E. De-Escalation methods	<p>NVCI (CPI): Non-Violent Crisis Intervention <i>District-wide</i> Evidence-based crisis prevention and training; emphasis on early intervention & nonphysical methods for preventing or managing disruptive behavior.</p> <p>PBIS: Positive Behavior Interventions and Supports A Framework developed by staff to build culture and expectations around student behavior. These expectations are taught in an intentional manner to students and are reinforced everyday by staff and students.</p> <p>Collaborative Problem Solving Approach through I-Teams, Child Study Teams, and PLCs</p>
F. Standards for using restrictive procedures	<p>Jordan Public School District's Restrictive Procedure Plan & Documentation Forms</p>
G. Obtaining Emergency Medical Assistance	<p>Building Response Team Building Crisis Management Response Plan</p>

H. Psychological and Physiological impact of physical holding and seclusion	NVCI (CPI): Non-Violent Crisis Intervention Evidence-based crisis prevention and training; emphasis on early intervention & nonphysical methods for preventing or managing disruptive behavior.
I. Monitoring and responding to a child's physical signs of distress during restraint	NVCI (CPI): Non-Violent Crisis Intervention Evidence-based crisis prevention and training; emphasis on early intervention & nonphysical methods for preventing or managing disruptive behavior.
J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used	NVCI (CPI): Non-Violent Crisis Intervention Evidence-based crisis prevention and training; emphasis on early intervention & nonphysical methods for preventing or managing disruptive behavior.
K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure	Jordan Public School District's Restrictive Procedure Plan & Documentation Forms
L. School-wide programs on positive behavior strategies	PBIS: Positive Behavior Interventions and Supports A Framework developed by staff to build culture and expectations around student behavior. These expectations are taught in an intentional manner to students and are reinforced everyday by staff and students Responsive Classroom An approach to elementary teaching that emphasizes social, emotional, & academic growth in a strong & safe school community. Pyramid Model

VI. The school district will never use the following prohibited procedures on a child:

- A. Engaging in conduct prohibited under section 121A.58 (corporal punishment);
- B. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain
- C. Totally or partially restricting a child's senses as punishment
- D. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
- E. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent further injury to the child or others or serious damage to the equipment or

device, in which case the equipment or device shall be returned to the child as soon as possible;

- F. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.566 (reporting of maltreatment of minors);
- G. Withholding regularly scheduled meals or water;
- H. Denying access to bathroom facilities; and
- I. Physical holding that restricts or impairs a child's ability to breath, 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.

Appendix A

Restrictive Procedure Reporting Form

	Use of Restrictive Procedures: Physical Holding
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Student: test student ID: 11111 Date: MM/DD/YY
 School: _____ Grade: _____ DOB: _____
 Gender: _____ Primary Disability: _____

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:

Did staff sustain an injury as a result of the physical holding:

☐ Yes ☐ No

Did the student sustain an injury as a result of the physical holding:


☐ Yes ☐ No

Procedure	Start Time	End Time	Total Time
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REMOVAL FROM SCHOOL

Was the student removed from school by a police officer at the request of school personnel:

☐ Yes ☐ No

	Use of Restrictive Procedures: Seclusion
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Student: test student ID: 11111 Date: _____
 School: _____ Grade: _____ DOB: _____
 Gender: _____ Primary Disability: : _____

Part A. Is the student Hispanic/Latino? ☐ Yes ☐ No
 Part B. What is the student's race? *(Choose one or more)*
☐ American Indian or Alaska Native ☐ Asian
☐ Black or African American ☐ White
☐ Native Hawaiian or Other Pacific Islander

Directions: Complete this form whenever a seclusion 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 two (2) days and a Staff Debriefing Meeting form completed.

Staff involved: _____

Signature of person completing this form: _____ Phone: _____ Position: _____

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EMERGENCY

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

Description of the emergency situation:

Description of the incident that led to seclusion:

Appendix B

Restrictive Procedure Staff Debrief Form



STAFF DEBRIEFING MEETING

Date of Incident: _____

Date of Debriefing: _____

Student: Test StudentID: 1234DOB: 9/19/2005

School: _____

Grade: _____

Student was on an IEP: ☐ Yes ☐ NoWas IEP implemented correctly? ☐ Yes ☐ NoWas a BIP in place: ☐ Yes ☐ NoWas 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)