Mesabi East Restrictive Procedures Plan

601 North 1st Street West
Aurora, MN 55705

In accordance with Minnesota Statute 1125A.0942, Subd. 1(a), 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.

Mesabi East Elementary and High School. ISD #2711 promotes the use of positive behavioral approaches as an intervention for all students. ISD #2711 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).

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 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. Minn. Stat.125A.094(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. Minn. Stat. 125A.0941(c). The term physical holding does not mean physical contact that:

   a. Helps a child respond to 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 intervention 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. Restrictive procedures must not be used to punish or otherwise discipline a child. Minn. Stat. 125A.0941 (f).

5.) Restrictive Procedures Not Used: Mesabi East Public Schools does not use the following restrictive procedure:
    a. 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. 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 Minn. Stat. §§ 125A.0941 (g).

6.) "Prone Restraint" means placing/holding a student in a face down position. Use of prone restraint under any and all conditions has ended as of August 1, 2015

Mesabi East intends to use the following restrictive procedures:

A. Physical holding

1. "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, and where immobilization is used to effectively gain control of a child in order to protect the child or other person from injury.

2. 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. Mesabi East intends to use the following types of physical holding:
    a. Crisis Prevention Institute (CPI) Seated and Standing Low/Medium/High Level Restriction
    b. Crisis Prevention Institute (CPI) Children's Control Seated and Standing Low/Medium/High Level Restriction

Mesabi East will implement a range of positive behavior strategies and provide links to mental health services.

Mesabi East Public Schools staff will implement a range of positive behavior strategies as a proactive approach to teaching positive behavior skills to students, thereby reducing students exhibiting challenging behaviors and the need for the use of physical holds. These positive behavior strategies include:

- Redirection
- Correction
- Staff escort to calm space

• Allow student to go to safe place to relax/regroup
• Conflict mediation
• Verbal de-escalation
• Process with staff
• Exit other peers
• Offer alternative activities
• Offer sensory tools
• Direct instruction of social skills and behavior management
• Staff hand off
• Proximity control
• Planned ignoring

The Minnesota Department of Education defines Positive Behavioral Interventions and Supports as interventions and strategies to improve the school environment and teach children the skills to behave appropriately Minn. Stat. §§ 125A.0941(d). Mesabi East Public Schools will provide training on de-escalation techniques Minn. Stat. §§ 125A.0942 1(a)(3).

Mesabi East, ISD #2711 uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention:

1. Teachers and administration establish standards of expectations for student behavior. Many of these standards are published in our student handbooks, as well as published on visual aids throughout the school. Teachers assure that their classroom behavioral standards are written and well known.
2. Teachers and administration give students warnings for unacceptable behavior and reward them with praise and recognition when student behavior is exemplary.
3. PBIS tickets are examples of rewards that students receive for consistently meeting positive behavioral expectations. Students can spend these tickets in a variety of ways. There are also a number of other incentives available to students who are demonstrating positive behaviors.
4. Small classrooms, School Social Workers, Social Skills Training, Interventionist, trained teachers and access to administration are ways that our school helps to teach students how to cope with factors that could negatively affect behavior and cause additional stress in school.

Mesabi East provides the following links to mental health services:

A. School Social Worker and outside mental health support.

Mesabi East staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:

A. Positive behavioral interventions
B. Communicative intent of behaviors
C. Relationship building
D. Alternative 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. The physiological 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 restrictive procedure
L. School wide programs on positive behavior strategies.

The district and the NLCC will maintain records of staff that have been trained and the organization or professional that conducted the training.

Mesabi East Public Schools 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: Weekly staff meetings, individualized instruction for teachers; yearly workshops, Infinitec videos.

Mesabi East will monitor and review the use of restrictive procedures in the following manner:

Documentation Procedures: Following each use of restrictive procedures, staff members involved will complete the Restrictive Procedures Reporting Form found in SpEd Forms, which meets the documentation requirements under Minnesota Statute #125A.0942, subd. 3(4).

> The School District shall make reasonable efforts to notify the parent on the same day by the parents preferred method when a restrictive procedure is 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. If used twice within 30 days or when a pattern emerges, and it's NOT already included in student's IEP or PBSP, 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.
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> The use of restrictive procedures in emergency situations will be documented on the Restrictive Procedure Reporting Form. This form should be completed as soon as possible after an incident has occurred, no later than 24 hours after the incident has occurred. Once completed, the form will be sent to the Building Administration and a copy of the form should be placed in the student's special education file. A Restrictive Procedure Reporting Form must be completed every time a restrictive procedure is used.

Post-Use Debriefings: Each time a restrictive procedure is used, the staff person will conduct a post-use debriefing with the staff members involved in the use of such procedures within 24 hours. The post-use debriefing will review the requirements for use of restrictive procedures to ensure that staff has implemented them according to the standards in Minnesota Statute #125A.0942, the form was completed correctly, staff is able to talk through the incident, and action-plans are generated. Should the post-use debriefing indicate that uses of restrictive procedures were not used appropriately, district staff will contact the Building Principal immediately.

Within 24 hours the staff members who were involved in the restrictive procedure are expected to debrief after every restrictive procedure and complete the Restrictive Procedure Staff Debriefing Form. The Building Administrator will be the lead staff member during a debriefing meeting.

Oversight Committee: Quarterly, the District Oversight Committee will convene and review reported uses of restrictive procedures based on:

- Patterns or problems indicated by similarities in the time of day, day of week, duration of the use of restrictive 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 or individual children;
- The number of 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.

Mesabi East oversight committee members include:
- District Superintendent
- Building Principal
- School Mental Health Staff
- Special Education Coordinator

Review Procedures: The District will monitor and review the use of restrictive procedures including post-use debriefs with individuals involved.

Mesabi East will never use the following prohibited procedures on a child:

A. Engaging in conduct prohibited under section 121 A.58 (corporal punishment);

B. Requiring a child to assume and maintain a specified physical position, activity 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 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 626.556 (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 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.