



Pine Island Public Schools

Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0942, Subd. 1, all Minnesota school districts 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.

Pine Island Public 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:
 - 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.
- 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.



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- E. "Seclusion" means confining a child alone in a room from which egress is barred.
- F. 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 Pine Island Special Education Director 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;



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- F. Standards for using restrictive procedures only in an emergency;
- G. Obtaining emergency medical assistance;
- H. Physiological and psychological impact of physical holding;
- 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

Pine Island Public Schools oversight committee consists of the following individuals:

- A. Building Administrator
 - a. Pine Island Elementary School - Cindy Hansen
 - b. Pine Island Middle School - Josh Westphal
 - c. Pine Island High School - Mitch Schiltz
- B. Special Education Director - Jill Petersen
- C. School Psychologist - Duane Ellingworth

The oversight committee meets quarterly 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 non emergency situations
- E. The need for additional staff training



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- F. Proposed actions to minimize the use of restrictive procedures
- G. Communicate district training needs to the 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

Pine Island Public Schools intends to use the following types of physical holding: CPI Children's Control Position, CPI Team Control Position, CPI High-Level Seated Position, CPI High-Level Standing Position. SafetyCare 1-Person Stability Hold, SafetyCare 2-Person Stability Hold, SafetyCare Floor Drop Transition, SafetyCare Small Person Stability Hold

Seclusion

Pine Island Public Schools does not use seclusion.

5. Prohibited Procedures

Pine Island Public Schools will never use the following prohibited procedures on a student:

- A. Corporal Punishment which includes conduct involving:
 - a. Hitting or spanking a person with or without an object; or
 - b. 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



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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

Each time physical holding 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 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 two school days after the incident occurs. The Sped Forms "Staff Debriefing" form will be used to review:



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- 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.



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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

Pine Island Public 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) mean interventions and strategies to improve the school environment and teach children the skills to behave appropriately.

Pine Island Public Schools incorporates a schoolwide PBIS program at the elementary and middle schools which stresses proactive strategies that define, teach, and support appropriate behaviors. The Pine Island School PBIS program is based on the belief that appropriate behaviors can be taught and not simply managed. The Pine Island PBIS program reinforces the positive behaviors with such things as monthly school wide assemblies, Panther Pride slips, and positive behavior prize lottery drawings.



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APPENDICES

1. Restrictive Procedures Training

Instructors:

- Jill Petersen - Pine Island Special Education Director, SafetyCare Certified Instructor (Initially certified 7/2021, recertified 7/2022)
- Kathy Sessions - Pine Island Special Education Teacher, SafetyCare Certified Instructor (Initially certified 7/2022)

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

About SafetyCare	Management of Dangerous Objects
Important Points	Protective Shuffle
Expectations	Shoulder Check
Understanding Behavior	Wrist Release
The A-B-Cs of Behavior	Stripping a Grab
Supportive Environment	Front Hair Pull Release
Differential Reinforcement	Front Choke Release
Staff Behavior	Bite Release
Safe Environment	Complex Grabs
Elbow Check	Recovery
Safety Habits	Debriefing
Antecedents to Dangerous Behavior	Data Collection and Analysis
Safety Stance	Safe Use of Physical Management
Calling for Assistance	1-Person Stability Hold
Leadership and Teamwork	2-Person Stability Hold
Supportive Guide	Floor Drop Transition
De-escalation	Release

Pine Island Public 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 in the office of the Pine Island Special Education Director.

2. Documentation Forms

[Use of Restrictive Procedures - Physical Holding](#)

[Use of Restrictive Procedures - Staff Debriefing](#)