



INVER GROVE HEIGHTS SCHOOLS

INSPIRE. INNOVATE. EXCEL. A Community Commitment

ISD 199 Restrictive Procedures Plan

In compliance with the new Minnesota statutory provisions pertaining to physical holding and seclusion effective August 01, 2011, the following *Restrictive Procedures Plan* will be implemented by Inver Grove Heights Community Schools, ISD 199. The district plan is a publicly accessible procedures plan for children including:

- 1.) A list of restrictive procedures Inver Grove Heights Community Schools, ISD 199, intends to use;
- 2.) A description of how the district will monitor and review the use of restrictive procedures, including conducting post-use debriefings and the establishment of an oversight committee designated to review all procedures and training;
- 3.) A written description and documentation of staff training in regard to positive behavior intervention supports and use of restrictive procedures.

An electronic version or hard copy version of this plan can be requested by contacting the District Office at (651) 306-7800. A copy of this restrictive procedures plan will also be made available on the ISD 199 District website. For more information, contact Mary Garrison, Director of Special Services at garrisonm@isd199.org 2990 East 80th Street, Inver Grove Heights, MN 55076.

Minnesota Statute	Description
Minn. Stat. §125A.0942, Subd. 1(a)	Schools that intend to use restrictive procedures are required to maintain and make publicly accessible in an electronic format on a school or district Web site or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities.
Minn. Stat. §125A.0941(f)	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(b)	An 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.0942, Subd. 2(f)	Restrictive procedures may be used only in response to behavior that constitutes an emergency, even if written into a child's IEP or BIP

I. Inver Grove Heights Community Schools, ISD 199 intends to use the following restrictive procedures:

Minn. Stat §125A.0942, Subd 1(a)(1)

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.
Minn. Stat. §125A.0941(c)
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. Inver Grove Heights Community Schools, ISD 199 intends to use the following types of physical holding:
 - a. Crisis Prevention Institute's (CPI) Children's Control Position
 - b. Crisis Prevention Institute's (CPI) Team Control Position
 - c. Crisis Prevention Institute's (CPI) Transport Position
 - d. Crisis Prevention Institute's (CPI) Interim Control Position

Minn. Stat. §125A.0941(c)

B. Seclusion:

1. Seclusion means confining a child alone in a room from which egress is barred.
2. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room
Minn. Stat. §125A.0941(g)
3. 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)
4. Inver Grove Heights Community Schools, ISD intends to use the following room as a room for seclusion:
 - a. Calming Room- Room 16c at Salem Hills Elementary

5. Attached, as Appendix A, is written notice from local authorities that the room and the locking mechanisms comply with applicable building, fire, and safety codes, for each room ABC school uses as a room for seclusion.

Minn. Stat. 125A.0942, Subdivision 3(a)(7)(i)

6. All rooms Inver Grove Heights Community Schools, ISD 199 uses as rooms for seclusion have been registered with the Minnesota Department of Education on: October 21, 2014

Minn Stat., 125A.0942, Subdivision 3(a)(7)(ii)

7. The calming room in Room 16C used:
 - a. Measures 83.5" X 88". The calming room is 88 inches in height.
 - b. The calming room has an overhead light, is ventilated and is heated. Staff using the calming room for seclusion will ensure the cleanliness of the room prior to and after each use.
 - c. The calming room has a window in the door that measures 12" X 12". When standing in front of the window, staff is able to see into the entire room.
 - d. The calming room is equipped with an automatic smoke detector, overhead light fixture, heating and ventilation fans, all of which are tamperproof. All electrical switches are located with 12 inches of the right of the door outside the room. The ceiling is secure
 - e. The calming room has a door that opens out and has a magnetic locking mechanism. The locking mechanism has immediate release mechanisms and is connected with a fire and emergency system
 - f. Staff will check the calming room prior to and after each use and immediately remove any objects that could be used to injure child or others.

Minn Stat., 125A.0942, Subdivision 3(a)(6)

Minn Stat., 125A.0942, Subdivision 3(a)(6)(i)²

Minn Stat., 125A.0942, Subdivision 3(a)(6)(ii)³

Minn Stat., 125A.0942, Subdivision 3(a)(6)(iii)⁴

Minn Stat., 125A.0942, Subdivision 3(a)(6)(iv)⁵

Minn Stat., 125A.0942, Subdivision 3(a)(6)(v)⁶

Minn Stat., 125A.0942, Subdivision 3(a)(6)(vi)⁷

8. Inver Grove Heights Community Schools intends to use the calming room located in room 16C as a room for seclusion

II. Inver Grove Heights Community Schools, ISD 199 will implement a range of positive behavior strategies and provide links to mental health services.

Minn. Stat. 125A.0941(d)

- A. 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.0942, Subd 6

- B. All buildings in the District participated in the statewide Positive Behavior Interventions and Supports (PBIS) Training (Cohort 7). The district is in Year 4 of full implementation of PBIS. See Appendix B: ISD 199 PBIS Action Plans

Minn. Stat. 125A.0942, subdivision 1(a)(2)

- C. Inver Grove Heights Community Schools, ISD 199 provides the following links to mental health services

1. Minnesota Association for Children's Mental Health- www.macmh.org
2. National Alliance on Mental Illness (NAMI) Minnesota Chapter- www.namihelps.org
3. Dakota County Collaborative Children and Family Resource- <http://www.co.dakota.mn.us/healthfamily/findjob/jobsearchresources/documents/dakotacountyresourcedirectory.pdf>

Minn Stat. 125A.0942, subdivision 1(a)(2)

III. Inver Grove Heights Community Schools, ISD 199 will provide training on de-escalation techniques:

Minn. Stat. §125A.0942, Subd. 1(3) and Subd. 5

- A. Inver Grove Heights Community Schools, ISD 199 provides the following training on using positive behavior interventions:

1. CPI training
2. Building PBIS Teams

- B. Inver Grove Heights Community Schools, ISD 199 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

1. Individual teacher/team consultations with special education staff
2. Professional Learning Communities (PLC)
3. Vertical Teams
4. Student Problem Solving Teams
5. Assistive Technology
6. District/contracted behavior consultation
7. Sheltered Instruction Observation Protocol (SIOP)
8. National Urban Alliance (NUA)
9. Beyond Diversity
10. Infinitic Online Training Classroom

IV. Inver Grove Heights Community Schools will monitor and review the use of restrictive procedures in the following manner:

Minn. Stat. §125A.0942, Subd. 1(2)

A. Documentation:

1. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding/seclusion shall document, as soon as possible after the incident concludes, the following information:
 - a. A description of the incident that led to the physical holding or seclusion;
 - b. Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
 - c. The time the physical holding/seclusion began and the time the child was released; and
 - d. A brief record of the child's behavioral and physical status

Minn. Stat. §125A.0942, Subd. 3(a)(4)
2. Attached, as Appendix A, is Inver Grove Heights Community Schools, ISD 199 forms used to document the use of physical holding and seclusion.

B. Post-use de-briefing, consistent with documentation requirements:

1. Each time physical holding or seclusion is used, the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing within 2 days with the following: (1) An Administrator and (2) All staff involved in the physical holding.

Minn. Stat. §125A.0942, Subd. 1(a)(4)(i)
2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately:
 - a. Whether the physical holding or seclusion was used in an emergency

Minn. Stat. §125A.0942, Subd. 3 (a)⁹
 - b. Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency

Minn. Stat. §125A.0942, Subd. 3(a)(1)¹⁰
 - c. Whether the physical holding or seclusion was used to discipline a noncompliant child.

Minn. Stat. §125A.0942, Subd. 3(a)(2)¹¹
 - d. Whether the physical holding or seclusion ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity

Minn. Stat. §125A.0942, Subd. 3(a)(3)¹²
 - e. Whether the staff directly observed the child while physical holding or seclusion was being used

Minn. Stat. §125A.0942, Subd. 3(a)(4)¹³
 - f. Whether the documentation was completed correctly

Minn. Stat. §125A.0942, Subd. 3(a)(5)¹⁴

- g. Whether the parents were correctly notified
*Minn. Stat §125A.0942, Subd. 2(b)*¹⁵
*and Minn. Stat §125A.0942, Subd. 2(f)*¹⁶
- h. Whether an IEP team meeting needs to be scheduled
*Minn. Stat §125A.0942, Subd. 2(c)*¹⁷
- i. Whether the appropriate staff used a physical hold
*Minn. Stat §125A.0942, Subd. 2(a)*¹⁸
- j. Whether the staff that used physical holding was appropriately trained
Minn. Stat §125A.0942, Subd. 5

- 3. If the post-use debriefing reveals that the use of physical holding or seclusion was not used appropriately, Inver Grove Heights Community Schools, ISD 199 will ensure immediate corrective action is taken.

C. Oversight Committee

- 1. Inver Grove Heights Community Schools, ISD 199 oversight committee consists of the following individuals:
 - a. Special Education Administrator
 - b. General Education Administrator
 - c. Positive Behavior Intervention and Supports Coordinator
 - d. School Psychologist

*Minn Stat. 125A.0942, subdivision 1(b)*¹⁹
- 2. Inver Grove Heights Community Schools, ISD 199 oversight committee will meet the last Monday of each trimester within the school year calendar and once during the last week of the summer extended school year (ESY).

*Minn. Stat. 125A.0942, subdivision 1(a)(4)(ii)*²⁰
- 3. Inver Grove Heights Community Schools, ISD 199 oversight committee will monitor the following:
 - a. Conduct a review of the use of restrictive procedures based on patterns or problems indicated by similarities in the time of the 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;
 - b. The number of times a restrictive procedure is used school-wide 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

Minn. Stat. 125A.0942, subdivision (1)(a)(4)(ii)

V. Inver Grove Heights Community Schools, ISD 199 staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:

Minn. Stat. §125A.0942, Subd. 1(3) and Subd. 5

A. Positive behavioral interventions

1. CPI training entitled: Crisis Development Model
2. CPI training entitled: Verbal Intervention

B. Communicative intent of behaviors

1. CPI training entitled Crisis Development Model
2. CPI training entitled: Nonverbal Behavior
3. CPI training entitled: Proxemics and Kinesics
4. CPI training entitled: Paraverbal Communication
5. CPI training entitled: Verbal Escalation Continuum

C. Relationship building

1. CPI training entitled: Crisis Development Model,
2. CPI training entitled: Nonverbal Behavior,
3. CPI training entitled: Paraverbal Communication,
4. CPI training entitled: Precipitating Factors, Rational Detachment

D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior

1. CPI training entitled: Crisis Development Model,
2. CPI training entitled: Nonverbal Behavior,
3. CPI training entitled: Paraverbal Communication,
4. CPI training entitled: Precipitating Factors, Rational Detachment

E. De-Escalation methods

1. CPI training entitled: Crisis Development Model
2. CPI training entitled: Postvention

F. Standards for using restrictive procedures

1. CPI training entitled: Personal Safety Techniques
2. CPI training entitled: Non-violent Crisis Intervention and Team Intervention

G. Obtaining emergency medical assistance

1. Inver Grove Heights Community Schools Protocol for Contacting Emergency Medical Assistance

H. The physiological and psychological impact of physical holding and seclusion

1. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention
2. CPI training entitled: Postvention

I. Monitoring and responding to a child's physical signs of distress when physical holding is being used

1. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention
2. CPI training entitled: Postvention

J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used

1. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention

K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and

1. Restrictive Procedures Reporting and Documentation Training

L. Schoolwide programs on positive behavior strategies

1. See Appendix B for building PBIS action plans

VI. Inver Grove Heights Community Schools, ISD 199 will never use the following prohibited procedures on a child:

Minn. Stat. §125A.0942, Subd. 4(1-9)

- 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 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.

TEMPORARY CERTIFICATE OF OCCUPANCY

CITY OF INVER GROVE HEIGHTS DEPARTMENT OF BUILDING INSPECTIONS

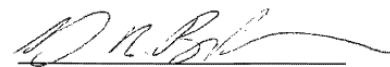
This Certificate of Occupancy is issued pursuant to the requirements of Chapter 1300 of the Minnesota Building Code. It certifies that at the time of issuance this structure or use is in compliance with the various codes of the City and State regulating building construction.

Building Permit: PRBD2014001019

Building Address: 5899 Babcock Tr
Use of Building: Education
Code Edition: 2007MSBC
Property Zone: P
Occupancy Type: A3E
Construction Type: IIB
Sprinkler: Yes
Contractor: Sheehy Construction
Owner Address: 360 Larpentuer
St. Paul, MN 55113
Special Provisions: By November 7, 2014 : Awaiting Balance Report & Commissioning Reports.


Building Official

10/7/2014
Date


Contractor

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION IN COMMERCIAL OCCUPANCIES

Inspections made by the City are a public service and do not constitute any representation, guarantee or warranty, either implied or expressed, to any person as to the condition of the building inspected.

Appendix B: PBIS Action Plans

School-Wide PBIS: Action Plan

2014-2015 Elementary Action Plan

Critical Element	Action/Activity	Who is Responsible	When will it be started	When will it be completed	Resources, PD, information, assistance needed
Tier _1_ #_4_	Implementation of SWIS information system	Zaiser Bldg Admin Coaches	Fall 2014	June 2014	SWIS system, 3 hour staff development on how to use SWIS,
Tier _1_ #_4_	Teams review data at least monthly and make decisions based on the data	PBIS teams	Fall 2014	On going	Discipline information entered into SWIS, SWIS printouts/charts
Tier _2_ #_E_	Behavior support teams meet to discuss student behavior and make recommendations for interventions	BAA teams	Fall 2014	On going	Discipline data, teacher input
Tier _2_ #_F_	CICO implementation	Bldg level teams	Fall 2014	On going	CICO manual, point sheets, rewards, PD for staff on how program works

School-Wide PBIS: Action Plan

2014-2015 Middle School Action Plan

Critical Element	Action/Activity	Who is Responsible	When will it be started	When will it be completed	Resources, PD, information, assistance needed
Tier 1__ #1,8,9, 10	Reinforce PBIS strategies and interventions	PBIS team, Jessica Hallin	Opening week	End of year	none
Tier __ #_1_	New staff orientation to PBIS	Jessica Hallin	Opening Week	Opening week	none
Tier _1_ #_1_	PBIS team established, meeting times and norms set and re-evaluated	PBIS team, Jessica Hallin	Opening week	On-going	none
Tier _1_ #_4_	Staff survey summary reports to staff	Jessica Hallin	Every other year	Every other year	PBIS assessment tools
Tier _1_ #5,7,8,9	PBIS expectations established and advisory lessons developed	PBIS team, Jessica Hallin	Opening week	On-going	Olweus, 2 nd Step, PBIS world, etc
Tier _1_ #_6	Positive Recognition Ceremonies and processes	PBIS team, Jessica Hallin	Opening week	On-going	none
Tier _1_ #3& 8	Establish response system for behaviors *Majors vs Minors *Ereferrals *Consequences	PBIS team, Jessica Hallin, Admin	Opening week	On-going	varies
Tier _1_ #4_	Establish information system	Admin, Jessica Hallin	Opening week	On-going	District resources
Tier _1_ #1, 4, 8	Review PBIS data with staff	Jessica Hallin	Sept	On-going	Cognos reports and data

Tier _2_ #__	All Tier 2 Criteria review and evaluation	Admin, Jessica Hallin	Sept	On-going	varies
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Preparation for School-Wide PBS
Initial Action Plan for Implementing Positive Behavior Support
Based on Results of PBS-CAT

1. After completing this assessment, rank the areas in our school in most need of Positive Behavior Supports (<i>a "1" represents the highest need while a "4" represents the lowest need</i>)	1	4	2	3
	School-wide	Non-classroom Setting	Classroom Setting	Individual Students

2. In sum, which area will we focus our energies on during this school year?	1	4	2	3
	School-wide	Non-classroom Setting	Classroom Setting	Individual Students

3. Our Team Members are:

Anna Guth
 Amy Powers-Johnson
 Tim Peper
 Chris Mensen
 Matt Corey
 Rick Tavernier
 Gretchen Schwanz
 Amy Westland
 Bobby Mandell

Team Leader will be: Rico Bohren

4. Our Team Meetings are Regularly Scheduled on:

day of week Fridays time of day 7:00 AM
 location Dean's Office length of meeting 40 min

5. Establish a Team Goal or Purpose:

To Achieve a PBIS team identity and cohesiveness and to achieve whole school buy-in around PBIS strategies

6. Develop an action plan that includes development, implementation, and management activities (*once an area is chosen by the team, refer back to that section of the assessment to determine specific objectives*)

ACTIVITY	What is it?	Who is responsible?	When will it be started?	When will it be completed?	How will we evaluate it?
Activity 1	Cell Phone Issues/Power struggles with staff (teachers)	Administration And Staff members (teachers)	Next school year	Continuous	Cell phone referral data Informal meetings with staff
Activity2	Attendance/tardies	Administrations and staff members	Next school year	Continuous	Attendance and tardy

		(teachers)			referrals
Activity 3	<u>PBIS Whole Staff</u> <u>Buy-in</u>	PBIS Team and Administration	Next School Year	Continuous	Informal meetings with staff, staff meetings, PBIS requirements for teachers
Activity 4					
Activity 5					
Our next meeting date will be: Date: <u>3/6/15</u> Time: _____ Location: <u>Simley Dean's Office</u>					

Appendix C: ISD 199 Restrictive Procedures Forms for Physical Restraint and Seclusion

TIES i-Plan

-	RESTRICTIVE PROCEDURES FORM PHYSICAL HOLDING
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Student Name: SPED DO NOT USE	Student ID: 692403	Date:
School: -	Grade:	Birthdate: 00/00/0000

Name of Person Completing Form:

Name of all persons involved in using the restrictive procedure:

Emergency

Intervention used to protect child/others from physical injury?

☐ Yes ☐ No

Description of emergency situation:

Description of the incident that led to the physical holding:

Physical Holding

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

Was it the least intrusive intervention to effectively respond to the emergency? Explain. Include why a less restrictive measure failed or was determined by staff 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?

☐ Yes ☐ No

Explain:

Did staff directly observe the child during the physical hold?

☐ Yes ☐ No

Explain:

Length of time physical holding was used: Start: End: Total Time:

Parents Notified:

When (date/time):

By Whom:

Method used:

- ☐ Phone
☐ Writing
☐ Email

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-	RESTRICTIVE PROCEDURES FORM SECLUSION
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Student Name: SPED DO NOT USE	Student ID: 692403	Date:
School: -	Grade:	Birthdate: 00/00/0000

Name of Person Completing Form:

Name of all persons involved in using the restrictive procedure:

Emergency

Was seclusion used to protect child/others from physical injury?

☐ Yes ☐ No

Description of emergency situation:

Description of the incident that led to the seclusion:

Seclusion

Location of the room used for seclusion:

Did the room meet the requirements of a room used for seclusion?

☐ Yes ☐ No

Room was well lit, ventilated, adequately heated, and clean?

☐ Yes ☐ No

Room did not contain objects that a child may use to injure the child or others?

☐ Yes ☐ No

Description of seclusion and the student's behavioral and physical status:

Was it the least intrusive intervention to effectively respond to the emergency?

☐ Yes ☐ No

Explain. Include why a less restrictive measure failed or was determined by staff to be inappropriate or impractical.

Did the seclusion 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 seclusion?

☐ Yes ☐ No

Explain:

Length of time seclusion was used: Start: End: Total Time:

TIES i-Plan

☐ Yes ☐ No

Explain:

Length of time seclusion was used: Start: End: Total Time:

Parents Notified:

When (date/time):

By Whom:

Method used:

- ☐ Phone
☐ Writing
☐ Email

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