

**Braham Area Schools District
#314**

**Restrictive Procedures
Plan**

**Date of Plan: July 2013
Revision: September 2017**

Table of Contents

	<u>Page</u>
A. Definitions	3
B. Staff Training – Requirements and Activities	4
• <i>Requirements</i>	4
• <i>Activities</i>	5
C. Restrictive Procedures and Seclusion	6
• <i>Physical Holdings</i>	6
<i>Seclusion</i>	6
D. Prohibited Procedures	7
E. Documentation of Physical Holdings and /or Seclusion	7
F. Documentation of Post-use Staff Debriefing Meeting	8
G. Documentation for an IEP	9
H. Building Oversight Committees	10
I. Emergency Situations – Use of Restrictive Procedures	12
J. Positive Behavior Interventions and Supports	12

Appendices

	<u>Appendix</u>
Site Trainings	A
Restrictive Procedures Training Attendance	B
Fire Marshall Checklist (Omitted – Not Applicable)	C
Seclusion Locked Time Out Inspection Form (Omitted – Not Applicable)	D
Restrictive Procedure Reporting Form	E
Staff Debriefing Meeting	F
Building Oversight Committee Members	G
Building Oversight Committee Review Form	H
Quarterly Summary of Use of Restrictive Procedures	I
Incident Report	J
Meeting Agenda – (Restrictive procedures used on 10 or more school days)	K
Meeting Agenda – (Twice in 30 days or when a pattern emerges)	L

Braham Area Schools, #314 Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0941 and 125A.942, 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.

Braham Area School, #314, uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child's Individual Education Program (IEP) plan or Positive Behavior Support Plan (PBSP), or Behavior Intervention Plan (BIP).

A. Definitions

The following terms are defined as:

- “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 on threat of physical injury currently exists.
- “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 a child or other individual from physical injury. The term physical holding does not mean physical contact that:
 - helps a child respond or complete a task;
 - assists a child without restricting the child's movement;
 - is needed to administer an authorized health-related service or procedure; or
 - is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
- “Positive behavioral interventions and supports” means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.

- “Prone restraint” means placing a child in a face down position. Braham Area Schools do not use prone restraint.
- “Restrictive procedures” means the use of physical holdings or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
- “Seclusion” means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observed the activity is not seclusion.

B. Staff Training – Requirements and Activities

Requirements

Staff who design and use behavioral interventions, including paraprofessionals, will complete training in the use of positive approaches, de-escalation techniques as well as restrictive procedures. Training records will identify the content of the training, the organization or professional that conducted the training, attendees and training dates. Rum River Special Education Cooperative (RRSEC) #6079 will compile a list of all Crisis Prevention Institute (CPI) trainings and forward attendance records to the district on a quarterly basis. CPI provides attendees with de-escalation techniques. The district will maintain records of additional trainings provided within the district. Records of all training will be maintained at each building site. See Appendix A and B for Site Training and Attendance Forms, respectively.

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
- Education paraprofessional
- Mental health professional

Activities:

Personnel 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. Alternative to restrictive procedures, including techniques to identify events and environmental factors that may escalate behaviors;
5. De-escalation techniques;
6. Standards for using restrictive procedures only in an emergency;
7. Obtaining emergency medical assistance;
8. Physiological and psychological impact of physical holding and seclusion;
9. Monitoring and responding to a child's physical signs of distress when physical holding is being used; and
10. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.
11. Districts policies and procedures for timely reporting and documenting each incident involving use of restrictive procedures; and
12. School wide programs on positive behavior strategies.

C. **Restrictive Procedures**

Restrictive procedures that may be used in emergency situations include physical holding and / or seclusion. The following requirements must be met when seclusion or physical holding is used:

- The physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;
- Physical holding and seclusion 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 or seclusion is not used to discipline a noncompliant child; and
- Staff directly observes the child while physical holding or seclusion is being used.

Physical Holdings

Braham Area Elementary School intends to use the following types of physical holding

- ◆ *Children's Control*
- ◆ *Team Control*
- ◆ *Team Escort*
- ◆ *Interim Control*

Braham Area High School intends to use the following types of physical holding

- ◆ *Children's Control*
- ◆ *Team Control*
- ◆ *Team Escort*
- ◆ *Interim Control*

Seclusion

Braham Area Elementary School does not use any locked time out rooms for seclusion.

Braham Area High School does not use any locked time out rooms for seclusion.

D. Prohibited Procedures

Braham Area School, #314 will 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 (b) 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 student 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 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.
6. Totally or partially restricting a student's sense 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, lungs, sternum, diaphragm, back or abdomen, or results in straddling a child's torso.
10. Placing student in a prone restraint.

E. Documentation of Physical Holding and / or Seclusion

Restrictive Procedures that may be used in emergency situation include physical holding and/or seclusion. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion shall document, as soon as possible after the incident concludes, the following information:

- Physical holding and seclusion 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 or seclusion is not used to discipline a noncompliant child;
- Staff directly observes the child while physical holding or seclusion is being used;

- Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents as soon as possible after the incident concludes, the following information:
 - A description of the incident that led to the physical holding or seclusion;
 - Why a least restrictive intervention failed or was determined by staff to be inappropriate or impractical;
 - The time the physical holding or seclusion 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 Restrictive Procedures Reporting Form (see Appendix E).
- ***Braham Area School will provide quarterly data reports to the Minnesota Department of Education (MDE) about individual student who have been secluded. The first quarter report will be due by October 15, and future report submissions will be due by January 15, April 15, and July 15 of each calendar year.***

F. Documentation of Post-use Staff Debriefing Meeting

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 with involved staff within 2 school days of the incident after the restrictive procedures concludes. 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 Restrictive Procedures Reporting Form (see Appendix E) and the Staff Debriefing Meeting form (see Appendix F) will be sent to: **child's case manager, the district's special education coordinator, and a copy placed in the student's due process file in Section 3.** The Elementary special education department will keep a comprehensive file of all restrictive procedures forms to be used by the Building Oversight Committee (see Appendix G for list of committee members). The Secondary special education department will keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee (see Appendix G for list of committee members).

If the post-use debriefing meeting reveals that the use of physical holding or seclusion 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 Restrictive Procedures Reporting Form (see Appendix E) and the Staff Debriefing Meeting form (Appendix F) 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 positive behavior support plan (PBSP) attached to the IEP.

As required by MN Statute, the district will hold a meeting within 10 calendar days after district staff use restrictive procedures on 2 separate school days within 30 calendar days or a pattern of use emerges and the child's individualized education program (IEP) plan or positive behavior support plan (PBSP) does not provide for using restrictive procedures during an emergency, or at least request of a parent or the district after restrictive procedures are used. The district will review the use of restrictive procedures at a child's annual IEP meeting when the child's IEP provides for using restrictive procedures in an emergency. The IEP team must not delay this meeting. If the data demonstrates that the student is failing to make progress on the IEP goals, the team has the responsibility to address the lack of progress. At the meeting the team will review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the IEP or PBSP. The IEP team will also review the Functional Behavioral Analysis (FBA) or consider conducting an FBA if one does not exist or the existing one does not address the presenting behaviors, 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 PBSP as appropriate.

If the IEP team determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on 10 or more school days during the same school year, the team, as appropriate, will consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources and successful strategies; or consider whether to reevaluate the child.

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

H. Building Oversight Committee

Braham Area Schools, #314 will annually identify oversight committee members who must at least include:

- 1) A mental health professional, school psychologist, or social worker;**
- 2) An expert in positive behavior strategist;**
- 3) A general education administrator; and**
- 4) A special education administrator.**

Braham Area Elementary School:

- 1) School Social Worker- Jonelle Klenz or
- 2) School Psychologist- Michael Erickson
- 3) Positive Behavioral Strategist- Emily Curwick and / or Kelly Rud
- 4) General Education Administrator- Jeff Eklund
- 5) Special Education Coordinator – Jill Tye

Braham Area Secondary School:

- 1) School Social Worker- Jonelle Klenz or
- 2) School Psychologist- Michael Erickson
- 3) Positive Behavioral Strategist- Emily Curwick and / or William Pierce
- 4) General Education Administrator- Shawn Kuhnke
- 5) Special Education Coordinator – Jill Tye

The Building Oversight Committee will meet quarterly to review the data provided in the Restrictive Procedures Reporting Form (Appendix E) and the Staff Debriefing Meeting form (see Appendix F). The Committee will complete the Building Oversight Committee Review Form (see Appendix I). The Building Oversight committee will also complete the Annual Summary of Use of Restrictive Procedures form (Appendix J)

The Building Oversight Committee will review the following:

- The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of the week, duration and use of restrictive procedures, 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 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.

If the post-use debriefing meeting reveals that the use of physical holding or seclusion 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 Restrictive Procedures Reporting Form (see Appendix E) and the Staff Debriefing Meeting form (Appendix F) to determine and recommend training needs.

The Building Intervention Oversight Committee (BIOC) will annually compile the required restrictive procedure data and send it to the district's special education coordinator who will prepare the district's data using the form provided by MDE. The data will be sent to MDE by June 30.

I. Emergency Situations- Using of Restrictive Procedures

The ***Braham Area School, #314*** 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. Documentation of how the parent wants to be notified when a restrictive procedure is used may be found in the IPE or BIP.

Case managers will send the Incident Report from (Appendix J) to the parents. A copy will be placed in Section 3 of the student's due process file.

Building administrators will receive written notification when restrictive procedures are used in emergency situations. Records will be reviewed quarterly and summarized annually.

J. Positive Behavior Interventions and Supports

The district is committed to using 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 behavior appropriately.

Braham Area Elementary School ECSE – Grade 4 uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention.

- ❖ **Positive Behavior Interventions**
- ❖ **Routines and Expectations for behavior**
- ❖ **Verbal Praise**
- ❖ **Citizen of the Week Award Program (Grades 5-6 only)**
- ❖ **Student of the Month Award Program**
- ❖ **Bomber PRIDE**

Braham Area High School Grade 5 – Grade 12 uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention.

- ❖ **Positive Behavior Interventions**
- ❖ **Routines and Expectations for behavior**
- ❖ **Verbal Praise**
- ❖ **Citizen of the Week Award Program (Grades 5-6 only)**
- ❖ **Student of the Month Award Program**
- ❖ **Bomber PRIDE**

Mental Health Links:

Lighthouse Child and Family Services

**160 3rd Ave NW
Milaca, MN 5653**

**114 N. Rum River Drive
Suite 122
Princeton, MN 55371
763-389-7886**

Therapeutic Services Agency

**220 Railroad St. SE
Pine City, MN 55063
320-629-7600**

Appendix A

Braham Area School District, #314			
Site Trainings			
To meet all of the requirements of 125A.0942 subd 1(3), staff who use restrictive procedures will complete training in the following skills and knowledge areas.			
Skills and Knowledge Areas	Elementary Building	Secondary Building	School Building
1. Positive behavioral interventions	CPI	CPI	CPI
2. Communicative intent of behaviors	CPI	CPI	CPI
3. Relationship building	CPI	CPI	CPI
4. Alternatives to restrictive procedures; including techniques to identify events and environmental factors that may escalate behaviors	CPI	CPI	CPI
5. De-escalation methods	CPI	CPI	CPI
6. Standards for using restrictive procedure	CPI	CPI	CPI
7. Obtaining emergency medical assistance	CPI	CPI	CPI
8. Physiological and psychological impact of physical holding and seclusion	CPI	CPI	CPI
9. Monitoring and responding to a child's physical signs of distress when physical holding is being used	CPI	CPI	CPI
10. Recognizing the symptoms of & interventions that may cause positional asphyxia when physical holding is used	CPI	CPI	CPI
11. District policies & procedures for timely reporting & documenting each incident involving use of restrictive procedure	CPI	CPI	CPI
12. School wide programs on positive behaviors strategies	CPI	CPI	CPI

**Braham Area School District, #314
 Restrictive Procedures Reporting Form**

Student Name: _____ Age: _____ Ethnicity: _____
 Disability: _____ Building: _____ Date of Incident: _____

Directions: Complete this form whenever a physical hold (P) or seclusion (S) is used. An adult must monitor all students 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 of the incident and a Staff Debriefing Meeting form completed.**

Involved Staff:	Trained prior to this incident	
	Yes	No
_____	Yes	No
_____	Yes	No
_____	Yes	No
_____	Yes	No
Reasonable force as defined under MN Statute 121A.582 was used:	Physical Holding	Yes No
	Seclusion	Yes No

Signature of person completing this form: _____

Description of incident:

Were there injuries to student or staff? Explain.

Type P/S	Intervention Time		Location	Type of Physical Hold Used				Other (see below)	Denied (Y/N) Water	Denied (Y/N) Restroom
	Start	End		CC	TC	TT	IC			
				CC	TC	TT	IC			
				CC	TC	TT	IC			
				CC	TC	TT	IC			
				CC	TC	TT	IC			

Was seclusion conducted in a room other than a specially designed approved and registered time out room?
 Yes _____ No _____ Room location _____

Physical Hold Options: Children's Control= CC, Team Control= TC, Team Transport- TT, Interim Control- IC
***Other:** Reverse Escort= RE, Seated Children's Control= SCC, Emergency Floor Restraint- EFR, (Adaptions as taught & monitored by qualified CPI instructor).

Appendix E Continuation

Description of student's behavior and physical status during intervention:

Any clothing removed? Shoes _____ Belt _____ Pocket Contents _____ Other: _____

Was meal delayed due to extreme behavior or safety concern? Yes _____ No _____

Explanation: _____

Intervention was used to protect student or others from physical injury? Yes _____ No _____

- Positive and least restrictive interventions tried before used of restrictive procedure:**
 - Redirection, Correction, Verbal or Non-verbal feedback
- Brief supervised removal – (another location for purpose 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:

Did staff direction observe the child during the physical hold? Yes _____ No _____

Did the seclusion/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 _____

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 the same day.

Date: _____ Time: _____

Parent Name: _____ By Whom: _____

Parent Comments: _____

Was law enforcement contacted? Yes _____ No _____ By Whom: _____

Outcome of call: _____

Appendix F

Braham Area School District, 314	
Staff Debriefing Meeting	
Student on an IEP: Yes _____ No _____	BPSP in Place: Yes _____ No _____
Was IEP followed: Yes _____ No _____	Was PBSP followed: Yes _____ No _____
If answer no, explain why:	
Signatures of staff attending meeting (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 behaviors did the student exhibit to require a restrictive procedure? Was the intervention used to protect student/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 student to hos/her routine activity, education setting, intervention, and/or site determined by the team, PBSP and or administrator.	
Was the hold/seclusion an emergency?	Yes _____ No _____
Was the hold/seclusion least intrusive?	Yes _____ No _____
Did the hold/seclusion 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:	
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 student's IEP team need to meet?	Yes _____ No _____
If there were injuries how could they have been prevented? Is more training required? For whom and what kind?	

Place a copy of the Restrictive Procedures Reporting Form and the Staff Debriefing Meeting form in Student's Due Process File in Section 3.

Send copies to: ___ Case Manager ___ special ed coordinator ___ building principal, ___ other _____

Appendix G

**Braham Area School District, 314
Building Intervention Oversight Committee Members (BIOC)
2017-2018 School year**

The Building Intervention Oversight Committee will meet quarterly to complete the Review Form (Appendix H) based on data provided in the Restrictive Procedures Reporting Form (Appendix E) and the Staff Debriefing Meeting (Appendix F) forms. The Committee will also complete the Quarterly Summary of Use of Restrictive Procedures form (Appendix (I) and establish a plan for addressing Committee recommendations. The Building Intervention Oversight Committee may be called together at other times to address the inappropriate use of physical holding and/or seclusion and determine and recommend training needs.

Braham Area Elementary Intervention Oversight Committee Members

Mental Health professional, school psychologist, or social worker _____
 Expert in positive behavior strategist _____
 General education administrator _____
 Special education administrator _____
 Other: _____

Braham Area High School Intervention Oversight Committee Members:

Mental Health professional, school psychologist, or social worker _____
 Expert in positive behavior strategist _____
 General education administrator _____
 Special education administrator _____
 Other : _____

(Insert Building Name) Intervention Oversight Committee Members:

Mental health professional, school psychologist, or social worker _____
 Expert in positive behavior strategist _____
 General education administrator _____
 Special education administrator _____
 Other: _____

Appendix H continuation

Summary of Restrictive Procedures Reporting Forms:			
Frequency of Use:	Increase	Decrease	Same
Duration of Use:	Increase	Decrease	Same
Were the positive interventions consistently used prior to use of a restrictive procedure?	Yes	No	
Were parents routinely notified on the same day of the procedure or within 2 days via written or electronic notice?	Yes	No	
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 discontinued when threat of harm ended? Yes No			
Were procedures routinely used only in an emergency? Yes No			

Members of the Reviewing Team:	
_____	_____
_____	_____
_____	_____

Braham Area School District, #314
Quarterly Summary of Use of Restrictive Procedures

Please check appropriate Quarter:

July - September _____ October - December _____ January - March _____ April - June _____

School: _____ **Date:** _____

Staff Training:

How many staff members have received required training in your building? _____

Did any untrained staff participate in a restrictive procedure? Yes _____ No _____ If yes, what was the rationale? _____

Reasonable Force:

How many restrictive procedures were results of reasonable force? Physical Holding _____ Seclusion _____

Seclusionary Time Outs:

How many seclusionary timeouts were used during this quarter: _____

Were any seclusionary timeouts conducted in other than the specially
Designed time out room? Yes _____ No _____

Were seclusionary time outs used only in response to an Emergency?" Yes _____ No _____

If the answer is "no" explain why and the corrective action taken: _____

Did staff directly observe the children during seclusion(s)? Yes _____ No _____

Did seclusion(s) end when the threat of harm ended and staff determined that
The student(s) could safety return to the classroom or activity? Yes _____ No _____

Last date seclusionary time out room(s) have been inspected (must be done annually) _____
(insert date)

Any repairs to the room(s) has/have been made? Yes _____ No _____

If no, responsible parties have been contacted to ensure room(s) has/have been
Repaired? Yes _____ No _____

All room repairs must be made prior to the start of the next school year.

Physical Holding:

How many physical holdings were used during this Quarter? _____

Were physical holdings used only in response to an "Emergency?" Yes _____ No _____

If the answer is "no", explain why and the corrective action taken: _____

Were student(s) /staff injured during the intervention(s)? If yes, explain

Did staff directly observe the children during the physical holding(s)? Yes _____ No _____

Did the physical holding(s) end when the threat of harm ended and staff determined that the student(s) could
safely return to the classroom or activity? Yes _____ No _____

Braham Area School District, #314
Incident Report
(Requiring the use of a Restrictive Procedure)

Student: _____

Date of Restrictive Procedure: _____

Time: _____

Give a brief description of the student's behavior and staff response:

Form completed by: _____

Date parent was called: _____

Date sent to parent: _____

Place a copy in student's due process folder (Section 3)

Braham Area School District, #314

Meeting Agenda

(Use when restrictive procedures have been used on 10 or more school days)

1. Introductions (include other professional working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals.

2. Review exiting evaluation and data:

- ❖ Review of existing data
- ❖ Do the current evaluations address the student's needs?
- ❖ Does the team feel the student needs to be reevaluated?

3. Discuss the student's current positive behavior support plan:

- ❖ Are the strategies included in the positive behavior support plan successful with the student?
- ❖ Do interventions and supports need to be revised in order to reduce the use of restrictive procedures?
- ❖ Do changes need to be made to the IEP or Positive Behavior Support Plan?
- ❖ Do additional resources or training need to be given to staff? If so, what will these resource be?

4. Review any known medical or psychological limitations that contraindicate the use of restrictive procedure:

- ❖ Based on the information, should the use of restricted procedure be prohibited? If so, document this in the IEP or PBSP.
- ❖ Is there any other medical information that needs to be considered by the team?

Braham Area School District, #314

Meeting Agenda

(To be used when restrictive procedures are used twice in 30 days or when a pattern emerges)

1. Introductions:

2. Review current Functional Behavior Analysis (FBA) and review data:

- ❖ Does the current FBA address current behavioral concerns?
- ❖ Does the team need to conduct a new FBA to address new behaviors?

3. Discuss the student's current positive behavior support plan:

- ❖ Does the plan exist? If not should one be written?
- ❖ Do interventions and supports need to be revised in order to reduce the use of restrictive procedures?
- ❖ Do changes need to be made to the IEP or PBSP?

4. Review any known medical or psychological limitations that contraindicate the use of a restrictive procedure:

- ❖ Based on the information, should the use of a restricted procedure be prohibited? If so, document this in the IEP or PBSP.