

**SENATE
STATE OF MINNESOTA
EIGHTY-EIGHTH SESSION**

S.F. No. 2403

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DATE	D-PG	OFFICIAL STATUS
03/06/2014	5999	Introduction and first reading Referred to Education
03/26/2014	6859	Comm report: To pass and re-referred to Finance

1.1 A bill for an act
1.2 relating to education; clarifying standards for restrictive procedures; appropriating
1.3 money; amending Minnesota Statutes 2013 Supplement, section 125A.0942.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. Minnesota Statutes 2013 Supplement, section 125A.0942, is amended to read:

1.6 **125A.0942 STANDARDS FOR RESTRICTIVE PROCEDURES.**

1.7 Subdivision 1. **Restrictive procedures plan.** (a) Schools that intend to use
1.8 restrictive procedures shall maintain and make publicly accessible in an electronic format
1.9 on a school or district Web site or make a paper copy available upon request describing a
1.10 restrictive procedures plan for children with disabilities that at least:

1.11 (1) lists the restrictive procedures the school intends to use;

1.12 (2) describes how the school will implement a range of positive behavior strategies
1.13 and provide links to mental health services;

1.14 (3) describes how the school will provide training on de-escalation techniques,
1.15 consistent with section 122A.09, subdivision 4, paragraph (k);

1.16 (4) describes how the school will monitor and review the use of restrictive
1.17 procedures, including:

1.18 (i) conducting post-use debriefings, consistent with subdivision 3, paragraph (a),
1.19 clause (5); and

1.20 (ii) convening an oversight committee to undertake a quarterly review of the use
1.21 of restrictive procedures based on patterns or problems indicated by similarities in the
1.22 time of day, day of the week, duration of the use of a procedure, the individuals involved,
1.23 or other factors associated with the use of restrictive procedures; the number of times a
1.24 restrictive procedure is used schoolwide and for individual children; the number and types

2.1 of injuries, if any, resulting from the use of restrictive procedures; whether restrictive
2.2 procedures are used in nonemergency situations; the need for additional staff training; and
2.3 proposed actions to minimize the use of restrictive procedures; and

2.4 ~~(4)~~ (5) includes a written description and documentation of the training staff
2.5 completed under subdivision 5.

2.6 (b) Schools annually must publicly identify oversight committee members who
2.7 must at least include:

2.8 (1) a mental health professional, school psychologist, or school social worker;

2.9 (2) an expert in positive behavior strategies;

2.10 (3) a special education administrator; and

2.11 (4) a general education administrator.

2.12 Subd. 2. **Restrictive procedures.** (a) Restrictive procedures may be used only
2.13 by a licensed special education teacher, school social worker, school psychologist,
2.14 behavior analyst certified by the National Behavior Analyst Certification Board, a person
2.15 with a master's degree in behavior analysis, other licensed education professional,
2.16 paraprofessional under section 120B.363, or mental health professional under section
2.17 245.4871, subdivision 27, who has completed the training program under subdivision 5.

2.18 (b) A school shall make reasonable efforts to notify the parent on the same day a
2.19 restrictive procedure is used on the child, or if the school is unable to provide same-day
2.20 notice, notice is sent within two days by written or electronic means or as otherwise
2.21 indicated by the child's parent under paragraph ~~(d)~~ (f).

2.22 (c) The district must hold a meeting of the individualized education program team,
2.23 conduct or review a functional behavioral analysis, review data, consider developing
2.24 additional or revised positive behavioral interventions and supports, consider actions to
2.25 reduce the use of restrictive procedures, and modify the individualized education program
2.26 or behavior intervention plan as appropriate. The district must hold the meeting: within
2.27 ten calendar days after district staff use restrictive procedures on two separate school
2.28 days within 30 calendar days or a pattern of use emerges and the child's individualized
2.29 education program or behavior intervention plan does not provide for using restrictive
2.30 procedures in an emergency; or at the request of a parent or the district after restrictive
2.31 procedures are used. The district must review use of restrictive procedures at a child's
2.32 annual individualized education program meeting when the child's individualized
2.33 education program provides for using restrictive procedures in an emergency.

2.34 (d) If the individualized education program team under paragraph (c) determines
2.35 that existing interventions and supports are ineffective in reducing the use of restrictive
2.36 procedures or the district uses restrictive procedures on a child on ten or more school days

3.1 during the same school year, the team, as appropriate, either must consult with other
3.2 professionals working with the child; consult with experts in behavior analysis, mental
3.3 health, communication, or autism; consult with culturally competent professionals;
3.4 review existing evaluations, resources, and successful strategies; or consider whether to
3.5 reevaluate the child.

3.6 (e) At the individualized education program meeting under paragraph (c), the team
3.7 must review any known medical or psychological limitations, including any medical
3.8 information the parent provides voluntarily, that contraindicate the use of a restrictive
3.9 procedure, consider whether to prohibit that restrictive procedure, and document any
3.10 prohibition in the individualized education program or behavior intervention plan.

3.11 (f) An individualized education program team may plan for using restrictive
3.12 procedures and may include these procedures in a child's individualized education
3.13 program or behavior intervention plan; however, the restrictive procedures may be used
3.14 only in response to behavior that constitutes an emergency, consistent with this section.
3.15 The individualized education program or behavior intervention plan shall indicate how the
3.16 parent wants to be notified when a restrictive procedure is used.

3.17 **Subd. 3. Physical holding or seclusion.** (a) Physical holding or seclusion may be
3.18 used only in an emergency. A school that uses physical holding or seclusion shall meet the
3.19 following requirements:

3.20 (1) physical holding or seclusion is the least intrusive intervention that effectively
3.21 responds to the emergency;

3.22 (2) physical holding or seclusion is not used to discipline a noncompliant child;

3.23 (3) physical holding or seclusion ends when the threat of harm ends and the staff
3.24 determines the child can safely return to the classroom or activity;

3.25 (4) staff directly observes the child while physical holding or seclusion is being used;

3.26 (5) each time physical holding or seclusion is used, the staff person who implements
3.27 or oversees the physical holding or seclusion documents, as soon as possible after the
3.28 incident concludes, the following information:

3.29 (i) a description of the incident that led to the physical holding or seclusion;

3.30 (ii) why a less restrictive measure failed or was determined by staff to be
3.31 inappropriate or impractical;

3.32 (iii) the time the physical holding or seclusion began and the time the child was
3.33 released; and

3.34 (iv) a brief record of the child's behavioral and physical status;

3.35 (6) the room used for seclusion must:

3.36 (i) be at least six feet by five feet;

- 4.1 (ii) be well lit, well ventilated, adequately heated, and clean;
- 4.2 (iii) have a window that allows staff to directly observe a child in seclusion;
- 4.3 (iv) have tamperproof fixtures, electrical switches located immediately outside the
- 4.4 door, and secure ceilings;
- 4.5 (v) have doors that open out and are unlocked, locked with keyless locks that
- 4.6 have immediate release mechanisms, or locked with locks that have immediate release
- 4.7 mechanisms connected with a fire and emergency system; and
- 4.8 (vi) not contain objects that a child may use to injure the child or others;
- 4.9 (7) before using a room for seclusion, a school must:
- 4.10 (i) receive written notice from local authorities that the room and the locking
- 4.11 mechanisms comply with applicable building, fire, and safety codes; and
- 4.12 (ii) register the room with the commissioner, who may view that room; and
- 4.13 (8) until August 1, 2015, a school district may use prone restraints with children
- 4.14 age five or older if:
- 4.15 (i) the district has provided to the department a list of staff who have had specific
- 4.16 training on the use of prone restraints;
- 4.17 (ii) the district provides information on the type of training that was provided and
- 4.18 by whom;
- 4.19 (iii) only staff who received specific training use prone restraints;
- 4.20 (iv) each incident of the use of prone restraints is reported to the department within
- 4.21 five working days on a form provided by the department; and
- 4.22 (v) the district, before using prone restraints, must review any known medical or
- 4.23 psychological limitations that contraindicate the use of prone restraints.

4.24 The department must collect data on districts' use of prone restraints and publish the data

4.25 in a readily accessible format on the department's Web site on a quarterly basis.

4.26 (b) By ~~March 1, 2014~~ February 1, 2015, and annually thereafter, stakeholders must

4.27 recommend to the commissioner specific and measurable implementation and outcome

4.28 goals for reducing the use of restrictive procedures and the commissioner must submit to

4.29 the legislature a report on districts' progress in reducing the use of restrictive procedures

4.30 that recommends how to further reduce these procedures and eliminate the use of prone

4.31 restraints. The statewide plan includes the following components: measurable goals; the

4.32 resources, training, technical assistance, mental health services, and collaborative efforts

4.33 needed to significantly reduce districts' use of prone restraints; and recommendations

4.34 to clarify and improve the law governing districts' use of restrictive procedures. The

4.35 commissioner must consult with interested stakeholders when preparing the report,

4.36 including representatives of advocacy organizations, special education directors, teachers,

5.1 paraprofessionals, intermediate school districts, school boards, day treatment providers,
5.2 county social services, state human services department staff, mental health professionals,
5.3 and autism experts. By June 30 each year, districts must report summary data on their
5.4 use of restrictive procedures to the department, in a form and manner determined by the
5.5 commissioner. The summary data must include information about the use of restrictive
5.6 procedures, including use of reasonable force under section 121A.582.

5.7 Subd. 4. **Prohibitions.** The following actions or procedures are prohibited:

5.8 (1) engaging in conduct prohibited under section 121A.58;

5.9 (2) requiring a child to assume and maintain a specified physical position, activity,
5.10 or posture that induces physical pain;

5.11 (3) totally or partially restricting a child's senses as punishment;

5.12 (4) presenting an intense sound, light, or other sensory stimuli using smell, taste,
5.13 substance, or spray as punishment;

5.14 (5) denying or restricting a child's access to equipment and devices such as walkers,
5.15 wheelchairs, hearing aids, and communication boards that facilitate the child's functioning,
5.16 except when temporarily removing the equipment or device is needed to prevent injury
5.17 to the child or others or serious damage to the equipment or device, in which case the
5.18 equipment or device shall be returned to the child as soon as possible;

5.19 (6) interacting with a child in a manner that constitutes sexual abuse, neglect, or
5.20 physical abuse under section 626.556;

5.21 (7) withholding regularly scheduled meals or water;

5.22 (8) denying access to bathroom facilities; and

5.23 (9) physical holding that restricts or impairs a child's ability to breathe, restricts or
5.24 impairs a child's ability to communicate distress, places pressure or weight on a child's
5.25 head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in
5.26 straddling a child's torso.

5.27 Subd. 5. **Training for staff.** (a) To meet the requirements of subdivision 1, staff
5.28 who use restrictive procedures, including paraprofessionals, shall complete training in
5.29 the following skills and knowledge areas:

5.30 (1) positive behavioral interventions;

5.31 (2) communicative intent of behaviors;

5.32 (3) relationship building;

5.33 (4) alternatives to restrictive procedures, including techniques to identify events and
5.34 environmental factors that may escalate behavior;

5.35 (5) de-escalation methods;

5.36 (6) standards for using restrictive procedures only in an emergency;

- 6.1 (7) obtaining emergency medical assistance;
- 6.2 (8) the physiological and psychological impact of physical holding and seclusion;
- 6.3 (9) monitoring and responding to a child's physical signs of distress when physical
- 6.4 holding is being used;
- 6.5 (10) recognizing the symptoms of and interventions that may cause positional
- 6.6 asphyxia when physical holding is used;
- 6.7 (11) district policies and procedures for timely reporting and documenting each
- 6.8 incident involving use of a restricted procedure; and
- 6.9 (12) schoolwide programs on positive behavior strategies.

6.10 (b) The commissioner, after consulting with the commissioner of human services,

6.11 must develop and maintain a list of training programs that satisfy the requirements of

6.12 paragraph (a). The commissioner also must develop and maintain a list of experts to

6.13 help individualized education program teams reduce the use of restrictive procedures.

6.14 The district shall maintain records of staff who have been trained and the organization

6.15 or professional that conducted the training. The district may collaborate with children's

6.16 community mental health providers to coordinate trainings.

6.17 Subd. 6. **Behavior supports.** School districts are encouraged to establish effective

6.18 schoolwide systems of positive behavior interventions and supports. ~~Nothing in this~~

6.19 ~~section or section 125A.0941 precludes the use of reasonable force under sections~~

6.20 ~~121A.582; 609.06, subdivision 1; and 609.379.~~

6.21 Subd. 7. **Reasonable force.** Nothing in this section or section 125A.0941 precludes

6.22 the use of reasonable force under sections 121A.582; 609.06, subdivision 1; and 609.379.

6.23 For the 2014-2015 school year and later, districts must collect and submit to the

6.24 commissioner summary data, consistent with subdivision 3, paragraph (b), on district use

6.25 of reasonable force that is consistent with the definition of physical holding or seclusion

6.26 for a child with a disability under this section.

6.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.

6.28 Sec. 2. **APPROPRIATION.**

6.29 \$250,000 is appropriated in fiscal year 2015 from the general fund to the

6.30 commissioner of education for the purpose of assisting school districts in meeting the

6.31 needs of children who have experienced a high use of prone restraints, consistent

6.32 with Minnesota Statutes 2013 Supplement, section 125A.0942. The commissioners of

6.33 education and human services, or their designees, must discuss coordinating use of funds

6.34 and personnel available for this purpose within their respective departments.

7.1 **EFFECTIVE DATE.** This section is effective for fiscal year 2015.