



Restrictive Procedures Plan

Law	Restrictive Procedures Plan Components
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)	Pierz Schools intends to use restrictive procedures and will maintain and make public a copy of the District Plan on the district website.
Definition found at Minnesota Statutes, section 125A.0941(f)	A restrictive procedure means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
Definition found at Minnesota Statutes, section 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.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 2(f)	Restrictive procedures may be used only in response to behavior that constitutes an emergency, even if written into a child's Individual Education Program or Positive Behavior Support Plan.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(1)	<p>I. Pierz Schools intends to use the following restrictive procedures from Handle With Care:</p> <ul style="list-style-type: none"> ▪ Primary Restraint Technique (PRT): standing and sitting
Definition found at Minnesota Statutes, section 125A.0941(c)	<p>A. Physical holding:</p> <ol style="list-style-type: none"> 1. 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.

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Definition found at Minnesota Statutes, section 125A.0941(c)	<ol style="list-style-type: none"> 2. The term physical holding does not mean physical contact that: <ol style="list-style-type: none"> 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. Pierz Schools intends to use the following types of physical holding: <ol style="list-style-type: none"> a) Primary Restraint Technique (PRT): standing and sitting
Definition found at Minnesota Statutes, section 125A.0941(g)	<p>B. Seclusion</p> <ol style="list-style-type: none"> 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. 3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion. 4. Pierz School District Does Not have a state registered seclusion room.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)	<p>II. Pierz school programs will implement a range of positive behavior strategies and provide links to mental health services.</p>
Definition found at Minnesota Statutes, section 125A.0941(d)	<p>A. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.</p>
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2) Encouragement found at Minnesota Statutes, section 125A.0942, Subdivision 6 ⁸	<p>B. Pierz schools provide staff development and training from the following positive behavior interventions and support resources and activities:</p> <ol style="list-style-type: none"> 1. Handle With Care 2. Staff Development In-services
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)	<p>C. Pierz schools provides the following links to mental health services</p> <ol style="list-style-type: none"> 1. Morrison County Social Services 2. Northern Pines, School Based Mental Health Services

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<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(3); <i>See also</i>, Minnesota Statutes, section 122A.09, Subdivision 4(k) and Minnesota Rule 8710.0300</p>	<p>III. Pierz schools will provide training on de-escalation techniques.</p> <p>A. Pierz schools provides the following training on using positive behavior interventions</p> <ol style="list-style-type: none"> 1. Handle With care (HWC) <p>B. Pierz 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:</p> <ol style="list-style-type: none"> 1. PLCs 2. Staff Development Activities 3. Infinitec Resources
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)</p>	<p>IV. Pierz schools will monitor and review the use of restrictive procedures in the following manner:</p> <p>Restrictive Procedures Quarterly Oversight Committee Meetings</p>
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(5)</p>	<p>A. Documentation:</p> <ol style="list-style-type: none"> 1. 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: <ol style="list-style-type: none"> a) Was physical holding used to protect student or others from physical injury? b) A description of the emergency situation. c) A description of the incident that led to physical holding or seclusion. d) A description of the physical holding or seclusion and a brief description of the student’s behavior and physical status. e) Was physical holding or seclusion the least restrictive intervention to effectively respond to the emergency? f) Why a less restrictive intervention failed or was determined to be inappropriate; g) Did the physical holding or seclusion end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity.
<p>⁸ Minnesota Statutes, section 125A.0942, Subd, 6 encourages school districts to establish effective school-wide systems of positive behavior interventions and supports.</p>	

	<ul style="list-style-type: none"> h) The time the physical holding or seclusion began and the time the child was released; and i) Did staff directly observe the child during the physical hold or seclusion? j) Did staff sustain an injury as a result of the physical holding or seclusion? k) Did the student sustain an injury as a result of the physical holding or seclusion? l) Did the room meet the requirement of a room used for seclusion? m) Was the room well lit, well ventilated, adequately heated and clean? n) Did the room contain objects that a student may use to injure themselves or others?
	<p>2. Restrictive Procedures Documentation found in SpEd Forms-Use of Restrictive Procedures: Physical Holding</p>
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)(i)</p> <p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)⁹</p>	<p>B. Post-use debriefings, consistent with documentation requirements:</p> <ul style="list-style-type: none"> 1. Each time physical holding or seclusion is used, the response team (including one person not involved in the restrictive procedure) and staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing with the response team and complete the SpEd Forms Debriefing Documents for Physical Holds and/or Seclusion.
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision. 3(a)(1)¹⁰</p> <p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(2)¹¹</p> <p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(3)¹²</p> <p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(4)¹³</p> <p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(5)¹⁴</p> <p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(b)¹⁵ and Minn. § 125A.0942, Subdivision 2(f)¹⁶</p> <p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(c)¹⁷</p> <p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(a)¹⁸</p> <p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 5</p>	<ul style="list-style-type: none"> 2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately-refer to the SpEd Forms Staff Debriefing Meeting Documentation (Appendix A): <ul style="list-style-type: none"> a) physical holding or seclusion was used in an emergency b) physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency c) physical holding or seclusion was NOT used to discipline a noncompliant child d) 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 e) staff directly observed the child while physical holding or seclusion was being used f) documentation was completed correctly g) parents were properly notified h) IEP team meeting scheduled, if needed i) appropriate staff used physical holding or seclusion j) staff that used physical holding or seclusion was appropriately trained

	<p>3. If the post-use debriefing determines the physical holding or seclusion was not used appropriately, Mid-State Education District along with the District will ensure immediate corrective action is taken, including staff training</p>
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(b)¹⁹</p>	<p>C. Oversight committee</p> <p>1. Pierz schools publicly identifies the following oversight committee members.</p> <p>Elementary Oversight committee:</p> <p>Clarinda Williams, School Psychologist; Mary Jo Schaefer, Special Education Teacher; Elizabeth Kabus, Assistant Director of Special Education Tom Otte, Pioneer Elementary Principal</p> <p>High School Oversight committee:</p> <p>Clarinda Williams, School Psychologist; Dylan Pittman, Special Education Teacher; Elizabeth Kabus, Assistant Director of Special Education Corey Egan, Healey High School Principal</p>
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(4)(ii)²⁰</p>	<p>2. Pierz schools' oversight committee meets quarterly in the months of November, January, March, and May.</p>

⁹ Minnesota Statutes, section 125A.0942, Subd. 3(a) requires that restrictive procedures only be used in response to behavior that constitutes an emergency.

¹⁰ Minn. Stat. § 125A.0942, Subd. 3(a)(1) requires physical holding or seclusion be the least restrictive intervention that effectively responds to the emergency.

¹¹ Minn. Stat. § 125A.0942, Subd. 3(a)(2) requires physical holding or seclusion NOT be used to discipline a noncompliant child.

¹² Minn. Stat. § 125A.0942, Subd. 3(a)(3) requires the physical holding or seclusion end when the threat of harm ends and the staff determines the child can safely return to the classroom or activity.

¹³ Minn. Stat. § 125A.0942, Subd. 3(a)(4) requires staff to directly observe the child while physical holding or seclusion is being used.

¹⁴ Minn. Stat. § 125A.0942, Subd. 3(a)(5) requires the staff person who implements or oversees the physical holding or seclusion to document, each time physical holding or seclusion is used, as soon as possible after the incident concludes, the following information: (i) a description of the incident that led to the physical holding or seclusion; (ii) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; (iii) the time the physical holding or seclusion began and the time the child was released; and (iv) a brief record of the child's behavioral and physical status.

¹⁵ Minn. Stat. § 125A.0942, Subd. 2(b) requires a school to make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child, or if the school is unable to provide same-day notice, notice is sent within two days by written or electronic means or as otherwise indicated by the child's parent.

¹⁶ Minn. Stat. § 125A.0942, Subd. 2(f) provides that an IEP team may plan for using restrictive procedures and may include these procedures in a child's IEP or BIP; however, the restrictive procedures may be used only in response to behavior that constitutes an emergency. The IEP or BIP shall indicate how the parent wants to be notified when a restrictive procedure is used.

¹⁷ Minn. Stat. § 125A.0942, Subd. 2(c) requires the district to hold a meeting of the IEP team: within ten calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's IEP or BIP does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP meeting when the child's IEP provides for using restrictive procedures in an emergency.

¹⁸ Minn. Stat. § 125A.0942, Subd. 2(a) requires restrictive procedures only be used by a 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, paraprofessional, or mental health professional, who has completed training.

¹⁹ Minn. Stat. § 125A.0942, Subd. 2(b) requires schools to annually publicly identify oversight committee members who must at least include: (1) a mental health professional, school psychologist, or school social worker; (2) an expert in positive behavior strategies; (3) a special education administrator; and (4) a general education administrator.

²⁰ Minn. Stat. § 125A.0942, Subd. 1(a)(4)(ii) requires that an oversight convene to undertake a quarterly review of the use of restrictive procedures.

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Requirement found at Minn. Stat. § 125A.0942, Subdivision (1)(a)(4)(ii)	<p>3. Pierz schools' oversight committee will review the following</p> <ul style="list-style-type: none"> a) The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of week, duration of the use of a restrictive 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 non emergency situations; e) The need for additional staff training; and f) Proposed actions to minimize the use of restrictive procedures.

<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(5) and Subdivision 5</p>	<p>V. Pierz schools’ staff who use restrictive procedures have been provided the following training:</p> <p>A. Positive behavioral interventions</p> <ol style="list-style-type: none"> 1. Tension/Tension Reduction Model, Verbal Intervention, Postvention <p>B. Communicative intent of behaviors</p> <ol style="list-style-type: none"> 1. Tension/Tension Reduction Model, Nonverbal & Paraverbal Communication
	<p>C. Relationship building</p> <ol style="list-style-type: none"> 1. Empathic Listening, Integrated Experience, and Solid Object Relationship Model
	<p>D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior</p> <ol style="list-style-type: none"> 1. Autonomic Responses, Rational detachment, Integrated experience, Personal safety
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	<p>E. De-Escalation methods</p> <ol style="list-style-type: none"> 1. Verbal and nonverbal de-escalation strategies 2. Staff Development and In-services
	<p>F. Standards for using restrictive procedures only in an emergency</p> <ol style="list-style-type: none"> 1. Nonviolent Physical Crisis Intervention and Team Intervention, Understanding the risks of restraints
	<p>G. Obtaining emergency medical assistance</p> <ol style="list-style-type: none"> 1. Nonviolent Physical Crisis Intervention and Team Intervention

	<p>H. The physiological and psychological impact of physical holding and seclusion</p> <p>1. Nonviolent Physical Crisis and Team Intervention, Understanding the Risks of Restraints, Tension/Tension Reduction Model, Solid Object Relationship Model</p>
	<p>I. Monitoring and responding to a child’s physical signs of distress when physical holding is being used</p> <p>1. Nonviolent Physical Crisis Intervention and Team Intervention</p>
	<p>J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used</p> <p>1. Understanding the Risks of Restraints, Nonviolent Physical Crisis Intervention and Team Intervention</p>
	<p>K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and</p> <p>1. Handle With Care (HWC)</p> <p>2. Use of Restraint Policy</p> <p>3. SpEd Forms Restrictive Procedures Documentation</p>
	<p>L. School wide programs on positive behavior strategies</p> <p>1. Positive Behavior Intervention & Supports (PBIS)</p> <p>2. Conscious Discipline</p>
Law	Restrictive Procedures Plan Components
Prohibitions found at Minn. Stat. § 125A.0942, Subdivision 4(1-9)	<p>VI. Pierz schools will never use the following prohibited procedures on a child:</p> <p>A. Engaging in conduct prohibited under section 121A.58 (corporal punishment);</p> <p>B. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;</p> <p>C. Totally or partially restricting a child’s senses as punishment;</p> <p>D. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;</p>

	<ul style="list-style-type: none">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; andI. 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.J. Prone Holds.
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