

**Richfield Public Schools (RPS)  
Special Education Department  
Restrictive Procedures Plan**

<b>Law</b>	<b>Restrictive Procedures Plan</b>
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 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 Website or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities.
Definition found at Minnesota Statutes, section 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.
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 IEP or BIP
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(1)	<b>I. RPS intends to use the following restrictive procedures:</b> Physical Holding and Seclusion.
Definition found at Minnesota Statutes, section 125A.0941(c)	<b>A. Physical holding:</b> 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.
Minnesota Statutes, section 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.

	<ol style="list-style-type: none"> <li>3. RPS intends to use the following types of physical holding: <ol style="list-style-type: none"> <li>a) CPI Holding Seated Position</li> <li>b) CPI Standing Position</li> <li>c) CPI Team Control Position</li> <li>d) CPI Children's Control Position</li> </ol> </li> </ol>
Minnesota Statutes, section 125A.0941(g)	<p><b>B. Seclusion</b></p> <ol style="list-style-type: none"> <li>1. Seclusion means confining a child alone in a room from which egress is barred.</li> <li>2. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room.</li> </ol>
Minnesota Statutes, section 125A.0941(g)	<ol style="list-style-type: none"> <li>3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.</li> </ol>
	<ol style="list-style-type: none"> <li>4. RPS intends to use the following rooms as rooms for seclusion: <ol style="list-style-type: none"> <li>a) RSTEM; Room 103</li> </ol> </li> </ol>
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(i)	<ol style="list-style-type: none"> <li>5. Attached, as Appendix A, is written notice from local authorities that the rooms and the locking mechanisms comply with applicable building, fire, and safety codes, for each room at RSTEM uses as a room for seclusion. The written notice was received from the State Fire Marshal Division on March 29, 18.   <a href="https://docs.google.com/spreadsheets/d/1aR4GAt6pvQcOcomARe0eaw20u_rC5NgZofNlaqvZ1Jc/edit#gid=864107922">https://docs.google.com/spreadsheets/d/1aR4GAt6pvQcOcomARe0eaw20u_rC5NgZofNlaqvZ1Jc/edit#gid=864107922</a> </li> </ol>
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(ii)	<ol style="list-style-type: none"> <li>6. All rooms RPS uses as rooms for seclusion have been registered with the Minnesota Department of Education on <i>August 26, 2011</i>.</li> </ol>
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)	<ol style="list-style-type: none"> <li>7. Room 103 at RSTEM used as seclusion is: <ol style="list-style-type: none"> <li>a) Room 103 measures 6 feet by 8 feet.</li> </ol> </li> </ol>
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(i) <sup>1</sup>	

<sup>1</sup> Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(i) requires the room to be at least six feet by five feet.

Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(ii) <sup>2</sup>	b) Room 103 has an overhead light, is ventilated and is heated. Staff who use Room 103 for seclusion will ensure the cleanliness of the room prior to and after each use.
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iii) <sup>3</sup>	c) Room 103 has a window in the door that measures 12” by 24”. When standing in front of the window, staff is able to see into the entire room.
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iv) <sup>4</sup>	d) Room 103 is equipped with an automatic smoke detector, overhead light fixture, heating and ventilation fan, all of which are tamperproof. All electrical switches are located within inches of the right of the door outside of the room. The ceiling is secure.
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(v) <sup>5</sup>	e) Room 103 has a door that opens out and has an immediate release locking mechanism.
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(vi) <sup>6</sup>	f) Staff will check Room 103 prior to use and after each use and immediately remove any objects that could be used to injure a child or others.
Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)	<b>II. RPS will implement a range of positive behavior strategies and provide links to mental health services.</b>
Minnesota Statutes, section 125A.0941(d)	<b>A. Positive behavioral interventions and supports</b> means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)	<b>B. RPS implements the following positive behavior strategies (may include but not limited to):</b> 1. Clear routines and expectations 2. Prearranged signals

<sup>2</sup> Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(ii) requires the room to be well lit, well ventilated, adequately heated, and clean.

<sup>3</sup> Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(iii) requires the room to have a window that allows staff to directly observe a child in seclusion.

<sup>4</sup> Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(iv) requires the room to have tamperproof fixtures, electrical switches located immediately outside the door, and secure ceilings.

<sup>5</sup> Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(v) requires the room to have doors that open out and are unlocked, locked with keyless locks that have immediate release mechanisms, or locked with locks that have immediate release mechanisms connected with a fire and emergency system.

<sup>6</sup> Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(vi) requires the room not to contain objects that a child may use to injure the child or others.

	<ol style="list-style-type: none"> <li>3. Planned response</li> <li>4. Use of visual cues</li> <li>5. Positive phrasing</li> <li>6. Conflict mediation</li> <li>7. Tangible, token, and activity reinforcers</li> <li>8. Build in breaks</li> <li>9. Provide a safe place</li> <li>10. Offer alternative activities</li> <li>11. Offer sensory tool</li> <li>12. Social stories</li> <li>13. Social skills instruction; prompt use of strategy</li> <li>14. Proximity control</li> <li>15. Relationship building strategies</li> <li>16. Process with student</li> <li>17. Process with staff</li> <li>18. Incorporate strengths, interests and identified <i>Good</i> of the child</li> <li>19. Second Step</li> <li>20. Olweus Bullying Prevention Program</li> <li>21. ENVoY</li> <li>22. Collaborative Problem Solving (CPS)</li> <li>23. Nonviolent Crisis Intervention (CPI) Prevention and Deceleration Strategies</li> <li>24. Restorative and trauma informed practices</li> <li>25. Responsive Classroom</li> <li>26. Innocent Classroom</li> <li>27. Zones of Regulation</li> </ol>
<p>Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)</p>	<p>To obtain service or a referral to a service provider, the family should contact their primary care clinic, physician or insurance provider.</p> <p><b>C. RPS provides the following links to mental health services</b></p> <ol style="list-style-type: none"> <li>1. Hennepin County Child Crisis Services:  <a href="https://www.hennepin.us/residents/health-medical/childrens-mental-health-services">https://www.hennepin.us/residents/health-medical/childrens-mental-health-services</a> </li> <li>2. The Family Partnership:  <a href="http://www.thefamilypartnership.org/">http://www.thefamilypartnership.org/</a> </li> </ol>

	<p>3. Washburn Center for Children  <a href="https://washburn.org/">https://washburn.org/</a></p> <p>4. Headway Emotional Health  <a href="https://www.headway.org/">https://www.headway.org/</a></p> <p>5. Fraser  <a href="https://www.fraser.org/">https://www.fraser.org/</a></p> <p>6. POR  <a href="http://poremotionalwellness.com/">http://poremotionalwellness.com/</a></p>
<p>Minnesota Statutes, section 125A.0942, Subdivision 1(a)(3); See also, Minnesota Statutes, section 122A.09, Subdivision 4(k) and Minnesota Rule 8710.0300</p>	<p><b>III. RPS will provide training on de-escalation techniques.</b></p> <p><b>RPS provides the following training on using positive behavior interventions:</b></p> <ol style="list-style-type: none"> <li>1. CPI prevention and deceleration strategies</li> </ol>
<p>Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)</p>	<p><b>IV. RPS will monitor and review the use of restrictive procedures in the following manner:</b></p> <p>After each use of a restrictive procedure, staff will conduct a post-use debriefing meeting. In addition, a district oversight committee will quarterly review and analyze the data collected regarding the use of restrictive procedures in our district. Both meetings are in effort to minimize the use of restrictive procedures.</p>
<p>Minnesota Statutes, section 125A.0942, Subdivision 3(a)(5)</p>	<p><b>A. Documentation:</b></p> <ol style="list-style-type: none"> <li>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"> <li>a) A description of the incident that led to the physical holding or seclusion;</li> <li>b) Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;</li> <li>c) The time the physical holding or seclusion began and the time the child was released; and</li> <li>d) A brief record of the child's behavioral and physical status.</li> </ol> </li> </ol>

	<p>2. Attached, as Appendix B, are the forms used by RPS to document the use of physical holding and/or seclusion.</p> <p>Physical Holds:  <a href="https://15.spedforms.org/_admin/reports/pdf_forms/PhysicalHoldBlank_2.pdf">https://15.spedforms.org/_admin/reports/pdf_forms/PhysicalHoldBlank_2.pdf</a></p> <p>Seclusion:  <a href="https://15.spedforms.org/_admin/reports/pdf_forms/restrictive_proc_seclusion_2.pdf">https://15.spedforms.org/_admin/reports/pdf_forms/restrictive_proc_seclusion_2.pdf</a></p>
Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)(i)	<p><b>B. Post-use debriefings, consistent with documentation requirements:</b></p> <p>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 with the building administrator and other staff involved within two days after the incident concludes.</p>
Minnesota Statutes, section 125A.0942, Subdivision 3(a) 7	<p>2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately as follows:</p> <p>Staff Debriefing Meeting Form:  <a href="https://15.spedforms.org/_admin/reports/pdf_forms/staff_debriefing_2.pdf">https://15.spedforms.org/_admin/reports/pdf_forms/staff_debriefing_2.pdf</a></p>
	<p>a) The physical holding or seclusion was used in an emergency.</p>
Minnesota Statutes, section 125A.0942, Subdivision. 3(a)(1) 8	<p>b) The physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency.</p>
Minnesota Statutes, section 125A.0942, Subdivision 3(a)(2) 9	<p>c) The physical holding or seclusion was not used to discipline a noncompliant child.</p>

<sup>7</sup> Minnesota Statutes, section 125A.0942, Subd. 3(a) requires that restrictive procedures only be used in response to behavior that constitutes an emergency.

<sup>8</sup> Minn. Stat. § 125A.0942, Subd. 3(a)(1) requires physical holding or seclusion be the least restrictive intervention that effectively responds to the emergency.

<sup>9</sup> Minn. Stat. § 125A.0942, Subd. 3(a)(2) requires physical holding or seclusion NOT be used to discipline a noncompliant child.

Minn. Stat. § 125A.0942, Subdivision 3(a)(3) <sup>10</sup>	d) 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, Subdivision 3(a)(4) <sup>11</sup>	e) The staff directly observed the child while physical holding or seclusion was being used.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(5) <sup>12</sup>	f) The documentation was completed correctly.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(b) <sup>13</sup> and Minn. § 125A.0942, Subdivision 2(f) <sup>14</sup>	g) The parents were properly notified.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(c) <sup>15</sup>	h) If necessary, an IEP team meeting is to be scheduled.

<sup>10</sup> 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.

<sup>11</sup> Minn. Stat. § 125A.0942, Subd. 3(a)(4) requires staff to directly observe the child while physical holding or seclusion is being used.

<sup>12</sup> 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.

<sup>13</sup> 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.

<sup>14</sup> 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.

<sup>15</sup> 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.

Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(a) <sup>16</sup>	i) The appropriate staff used physical holding or seclusion.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 5	j) The staff that used physical holding or seclusion was appropriately trained.
	3. If the post-use debriefing determines the physical holding or seclusion was not used appropriately, the building leadership will work with the team to determine if there are any training needs or additional needs of the student that have been unaccounted for through the IEP process and will meet with the team to ensure that corrective action has taken place.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(b) <sup>17</sup>	<p><b>C. Oversight committee</b></p> <p>1. RPS publicly identifies the following oversight committee members:</p> <ul style="list-style-type: none"> <li>a) Mental health professional, school psychologist, or social worker</li> <li>b) Building special education lead</li> <li>c) Special education administrator</li> <li>d) General education administrator</li> </ul>
Minn. Stat. § 125A.0942, Subdivision 1(a)(4)(ii) <sup>18</sup>	2. RPS's oversight committee meets quarterly.
Minn. Stat. § 125A.0942, Subdivision (1)(a)(4)(ii)	<p>3. RPS's oversight committee will review the following:</p> <ul style="list-style-type: none"> <li>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;</li> </ul>

<sup>16</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> 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.



	<ul style="list-style-type: none"> <li>b) The number of times a restrictive procedure is used school wide and for individual children;</li> <li>c) The number and types of injuries, if any, resulting from the use of restrictive procedures;</li> <li>d) Whether restrictive procedures are used in non-emergency situations;</li> <li>e) The need for additional staff training; and</li> <li>f) Proposed actions to minimize the use of restrictive procedures.</li> </ul>
Minn. Stat. § 125A.0942, Subdivision 1(a)(5) and Subdivision 5	<p><b>V. RPS staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:</b></p> <p><b>A. Positive behavioral interventions</b></p> <ul style="list-style-type: none"> <li>1. CPI training, annually</li> </ul> <p><b>B. Communicative intent of behaviors</b></p> <ul style="list-style-type: none"> <li>1. CPI training, annually</li> </ul>
	<p><b>C. Relationship building</b></p> <ul style="list-style-type: none"> <li>1. CPI training, annually</li> </ul>
	<p><b>D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior</b></p> <ul style="list-style-type: none"> <li>1. CPI training, annually</li> </ul>
	<p><b>E. De-Escalation methods</b></p> <ul style="list-style-type: none"> <li>1. CPI training, annually</li> </ul>
	<p><b>F. Standards for using restrictive procedures only in an emergency</b></p> <ul style="list-style-type: none"> <li>1. CPI training, annually</li> </ul>
	<p><b>G. Obtaining emergency medical assistance</b></p> <ul style="list-style-type: none"> <li>1. CPI training, annually</li> </ul>
	<p><b>H. The physiological and psychological impact of physical holding and seclusion</b></p> <ul style="list-style-type: none"> <li>1. CPI training, annually</li> </ul>

	<p><b>I. Monitoring and responding to a child’s physical signs of distress when physical holding is being used</b></p> <p>1. CPI training, annually</p>
	<p><b>J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used</b></p> <p>1. CPI training, annually</p>
	<p><b>K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and</b></p> <p>1. Annual training regarding the use and reporting of restrictive procedures for all certified special education staff.</p>
	<p><b>L. Schoolwide programs on positive behavior strategies</b></p> <p>1. The district will maintain records of staff who have been trained and the organization or professional that conducted the training.</p>
<p>Prohibitions found at Minn. Stat. § 125A.0942, Subdivision 4(1-9)</p>	<p><b>VI. RPS will never use the following prohibited procedures on a child:</b></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> <p>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;</p> <p>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);</p> <p>G. Withholding regularly scheduled meals or water;</p> <p>H. Denying access to bathroom facilities; and</p>

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|  | <ol style="list-style-type: none"><li>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.</li></ol> |
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