Pelican Rapids Public Schools (ISD 548)
310 S Broadway, Pelican Rapids, MN 56572
Date of Last Revision: November 2025

Restrictive Procedures Plan

Minnesota laws encourage the use of positive behavioral supports and strategies and seek to reduce the use of physical holding and seclusion (restrictive procedures). Schools may only use restrictive procedures in response to an emergency 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 or 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. Restrictive procedures will not be used to punish or otherwise discipline a child.

Pelican Rapids Public Schools intends to use:

Physical Holding – 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.

- Specific physical holds that staff are trained to use:
    - CPI holds

Additional Information about the use of physical holds:

- 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.

- A physical hold may be used only in response to behavior that constitutes an emergency, even if written into a child's IEP, IFSP, or BIP.
- An improper physical hold, a physical hold used by an unauthorized or untrained staff person and any reasonable force which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint will be reported as a physical hold.
- Each time a physical holding is used, the staff person who implements or oversees the physical holding documents, as soon as possible after the incident concludes, the following information:

a) a description of the incident that led to the physical holding;

b) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;

c) the time the physical holding began and the time the child was released;

d) a brief record of the child's behavioral and physical status; and

e) a brief description of the post-use debriefing that occurred as a result of the use of the physical hold

- The school will 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 will be sent within two days by written or electronic means or as otherwise indicated in the Student's IEP.
- Immediate attention and consideration will be given to the need for an FBA (Functional Behavior Assessment) as well as a quarterly oversight committee will review all restrictive procedures.

Seclusion – 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.

The district does not seclude nor have any registered seclusion rooms.

Prohibitions

Pelican Rapids Public Schools staff are prohibited from using the following actions or procedures:

1. engaging in corporal punishment - conduct involving: (1) hitting or spanking a person with or without an object; or (2) unreasonable physical force that causes bodily harm or substantial emotional harm.
2. requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. totally or partially restricting a child's senses as punishment;
4. presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
5. 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 the temporary removal of 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;
6. interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse as those terms are defined in chapter 260E;
7. withholding regularly scheduled meals or water;
8. denying access to bathroom facilities;
9. physical holding that restricts or impairs a student's ability to breathe, restricts or impairs a student's ability to communicate distress, places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso; and
10. prone restraint.
11. the use of seclusion on children from birth through grade 3 by September 1, 2024.

Implementation of a Range of Positive Behavior Strategies

Positive behavioral interventions and supports are interventions and strategies to improve the school environment by teaching children the skills to prevent problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional, and behavioral needs for all students. Staff will implement a range of positive behavior strategies as a proactive approach to addressing student needs and teaching positive behavior skills by:

1. establishing, defining, teaching, and practicing three to five positively stated school wide behavioral expectations that are representative of the local community and cultures;

    - **Leader in Me / 7 Habits: 1. Be Proactive, 2. Begin With the End in Mind, 3. Put First Things First, 4. Think Win Win, 5. Seek First to Understand Then Be Understood, 6. Synergize, 7. Sharpen the Saw**
    - **HARRY: Heart, Attitude, Respect, Resilience, Why**
    - **Student Expectations: Show Up, Do the Work, Be Kind**

2. developing and implementing a consistent system used by all staff to provide positive feedback and acknowledgment for students who display school wide behavioral expectations;

    - **Positive Behavior Incentives: Perfect Attendance Awards, GPA Awards, Understand, respect, and appreciate differences among students**

    - **Provide fair and consistent consequences**

3. developing and implementing a consistent and specialized support system for students who do not display behaviors representative of schoolwide positive expectations;

    - **Leader In Me Curriculum**
    - **Clear Administrative Process for Behaviors**

4. developing a system to support decisions based on data related to student progress, effective implementation of behavioral practices, and screening for students requiring additional behavior supports;

    - **Administrative Team Meetings: Attendance, Behavior, Curriculum Concerns**
    - **STAR Referral Teams: Special Education and Intervention Plans for students**
    - **PLC, Instructional Leadership Team, Building Leadership Team**

5. using a continuum of evidence-based interventions that is integrated and aligned to support academic and behavioral success for all students; and

    - **Tiered Intervention Supports: ADSIS, Title, Remedial Courses**
    - **Grade Level Team Collaboration Time for tiered supports and interventions**

6. using a team-based approach to support effective implementation, monitor progress, and evaluate outcomes

    - **Child Study Team**
    - **PLC, Instructional Leadership Team, Building Leadership Team**

Mental Health Resources

To obtain mental health services or a referral to a mental health service provider, families should contact their primary care clinic, physician or insurance provider. Below is a list of additional mental health resources.

- Children's Mental Health Division of the Minnesota Department of Human Services (DHS): administers policy and practice to ensure effective and accessible mental health services and supports for children and families in Minnesota. The division works together with many public and private partners across the state so that children and youth with mental health needs can develop and function as fully as possible in all areas of their lives. DHS is committed to making sure the right services are available at the right time for children with mental health needs and their families.

- Children's Mental Health Crisis Response Services (CRS)

    - Crisis Text Line offers free help for those who are having a mental health crisis or are contemplating suicide. Services are available 24/7 across Minnesota. Text "MN" to 741741.

    - Call **CRISIS (**274747) from a cell phone to talk to a team of professionals who can help you.

NAMI Minnesota provides support by helping people connect with needed resources and information. An extensive list of resources was gathered to make it easier for people to locate possible sources of help as they navigate through various systems that interface with mental health. You can find that list on the NAMI Information and Resources web page.

- Mobile Mental Health Crisis Response Team (LMHC) - 800-223-4515

Staff Training on De-Escalation

The school ensures that staff are trained to identify and appropriately address the needs of all students. Staff who may respond to emergencies are specifically trained in the following skills and knowledge areas:

1. positive behavioral interventions;

    - **Behavior Expectations:** A system to promote positive behavior, establish clear expectations, and provide recognition for students who meet those expectations.
    - **Peer Mentoring Programs:** Pairing older students with younger students to provide guidance and support, fostering a sense of community and accountability.
    - **Restorative Practices:** Utilizing restorative circles to address conflicts, allowing students to express feelings and work toward resolutions, thus promoting empathy and accountability.
    - **Positive Reinforcement Systems:** Creating a system where students earn points or rewards for positive behaviors, which can be redeemed for school merchandise or special activities.
    - **Celebrating Achievements:** Regularly recognizing student achievements—both academic and behavioral—through assemblies, announcements, bulletin boards, or newsletters.
    - **Behavior Contracts:** Developing individualized behavior contracts for students needing extra support, outlining specific goals and rewards for positive behavior changes.
    - **Clear Expectations and Visual Reminders:** Posting clear behavioral expectations in classrooms and common areas, along with visual cues to remind students of appropriate behaviors.
    - **Parent Involvement:** Engaging parents through workshops or meetings to discuss the importance of positive behavior and how they can support their children at home.

2. communicative intent of behaviors;

    - **Verbal Praise:** Regularly acknowledge and praise students for their positive behaviors
    - **Written Notes and Positive Postcards:** Leave positive notes on students' desks or in their lockers that highlight their good behavior
    - **Recognition Boards:** Bulletin board to showcase students' achievements and good behaviors, celebrating their contributions.
    - **Classroom Meetings:** Hold meetings to discuss and reflect on positive behaviors, allowing students to share their experiences and acknowledge peers.
    - **Incentive Programs:** Implement a reward system where students earn points or tokens for good behavior and attendance, which can be exchanged for privileges or small prizes.
    - **Positive Phone Calls Home:** Make calls or send emails to parents or guardians to share positive news about their child's behavior, fostering a partnership in reinforcement.
    - **Celebration Events:** Organize monthly or quarterly events to celebrate students who consistently demonstrate good behavior
    - **Peer Recognition:** Encourage students to recognize each other's good behavior through a "shout-out" system where they can share positive comments about their classmates.
    - **Visual Reminders:** Use charts or stickers to visually track and celebrate positive behaviors, making progress visible and rewarding students as they reach milestones.

- **Personalized Feedback:** Give individualized feedback that highlights specific instances of good behavior

3. relationship building;

- **Leader In Me/7 Habits Training:** An evidence-based model focused on leadership, culture, and academics
- **Peer Mentorship Programs:** Pair older students with younger ones for mentorship, helping them build connections and support one another.
- **Circle Time:** Conduct regular circle discussions where students can share thoughts, feelings, or experiences, promoting openness and understanding.
- **Classroom Buddy System:** Assign students to work in pairs or small groups for projects, encouraging them to get to know each other better.
- **Extracurricular and Co-Curricular Activities:** Encourage students to participate in after school activities that interest them to develop team building, leadership, and work ethic skills
- **Community Service Projects:** Engage students in service activities together, such as volunteering at local charities, which can build teamwork and a sense of community

4. alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;

- **Preventive Strategies:** Implementing proactive measures, such as creating a positive classroom environment, establishing clear behavior expectations, and fostering strong relationships with students.
- **Crisis Intervention Plans:** Developing individualized crisis intervention plans that outline specific strategies tailored to a student's needs, including triggers, preferred de-escalation techniques, and support personnel.
- **Sensory Rooms:** Creating designated sensory spaces where students can go to calm down and regulate their emotions through various sensory activities."

5. de-escalation methods;

- **Active Listening:** Show empathy by listening attentively to the student's concerns without interrupting.
- **Calm Tone and Body Language:** Maintain a calm demeanor and use a soft, reassuring tone to help create a safe atmosphere.
- **Give Space:** Sometimes, stepping back and giving the student physical space can help them cool down. Let them know you're available when they're ready to talk.
- **Redirect Attention:** Shift the student's focus away from the trigger by engaging them in a different activity or topic that interests them.
- **Offer Choices:** Provide options to empower the student.
- **Visual Cues:** Use visual aids, like charts or calm-down kits, to help students express their feelings or understand their emotions better.

- **Collaborative Problem-Solving:** Involve the student in finding solutions to the problem at hand. "

6. standards for using restrictive procedures only in an emergency;

   - **CPI Training**

7. obtaining emergency medical assistance;

   - **Safety Team / Procedures and Protocols**
   - **CPI Training**

8. the physiological and psychological impact of physical holding and seclusion;

   - **CPI Training**

9. monitoring and responding to a child's physical signs of distress when physical holding is being used;

   - **CPI Training**

10. recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used;

    - **CPI Training**

11. district policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure;

    - **Complete Use of Restrictive Procedures and Holds Form**

12. schoolwide programs on positive behavior strategies;

    - **Leader in Me / 7 Habits**
    - **HARRY**
    - **CPI Training**

The school maintains documentation of staff training by district staff development records and Special Education Cooperative tracking.

Monitoring the Use of Restrictive Procedures:

The school will monitor and review the use of restrictive procedures by:

- Conducting post-use debriefings following the use of a restrictive procedure…
- Convening an oversight committee to review the use of restrictive procedures each quarter. The oversight committee will identify and address patterns or problems indicated by:
    - similarities in the time of day, day of the week, duration of the use of a procedure, the individuals involved, or other factors associated with the use of restrictive procedures;
    - the number of times a restrictive procedure is used schoolwide and for individual children;
    - the number and types of injuries, if any, resulting from the use of restrictive procedures;
    - whether restrictive procedures are used in non emergency situations;
    - the need for additional staff training;
    - proposed actions to minimize the use of restrictive procedures;
    - any disproportionate use of restrictive procedures based on race, gender, or disability status;
    - the role of the school resource officer or police in emergencies and the use of restrictive procedures; and
    - documentation to determine if the standards for using restrictive procedures as described Minnesota Statutes 125A.0941 and 125A.0942 have been met.
- The oversight committee includes the below members, which are updated annually:
    - Ali Braukmann, Director of Special Education
    - Sandy Kitzman, Special Education Administrator
    - Stacy Haugen-McAllister, Special Education Administrator
    - Courtney Peterson, M.Ed, LPCC, BCBA, LBA, Clinic Manager at Solutions Behavioral Health
    - Joel Bartholomay, Licensed School Psychologist, CPI Trainer
    - Emily Mertes, ASD & DCD Consultant
    - Eliza Robertson, Licensed Special Education Teacher

- Heather Dewey, Regular Education Teacher