



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

RESTRICTIVE PROCEDURES PLAN

**Roseville Area School District #623
Office of Student Services**

August 1, 2017

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Roseville Area School District 623 is an equal opportunity affirmative action educator and employer, committed to a culturally diverse workforce.



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In accordance with Minn. Stat. 125A.0942, (a) schools that intend to use restrictive procedures shall 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 that at least:

- 1) lists the restrictive procedures the school intends to use;*
 - 2) describes how the school will implement a range of positive behavior strategies and provide links to mental health services;*
 - 3) describes how the school will provide training on de-escalation techniques, consistent with section 122A.09, subdivision 4, paragraph (k);*
 - 4) describes how the school will monitor and review the use of restrictive procedures, including:*
 - i. conducting post-use debriefings, consistent with subdivision 3, paragraph (a), clause (5); and*
 - ii. convening an oversight committee to undertake a quarterly review of the use of restrictive procedures based on 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 school-wide 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 nonemergency situations; the need for additional staff training; and proposed actions to minimize the use of restrictive procedures; and*
 - 5) includes a written description and documentation of the training staff completed under subdivision 5.*
- (b) Schools annually must 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.*

Roseville Area School District #623 uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child's Individual Education Plan (IEP) or Behavior Intervention Plan (BIP).

Definitions

1. "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. Minn. Stat. 125A.0941(f).
2. "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. Minn. Stat. 125A.0941(b).

3. “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. 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. Minn. Stat. 125A.0941(c).
4. “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 observe the activity is not seclusion. Minn. Stat. 125A.0941(g). Roseville Area Schools does not use seclusion.
5. “Positive behavioral interventions and supports” means interventions and strategies to improve the school environment and teach children the skills to behave appropriately. Minn. Stat. 125A.0941(d).

Restrictive Procedures

Roseville Area School District uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child’s Individual Education Plan (IEP) or Behavior Intervention Plan (BIP).

Physical Holdings

The restrictive procedure that Roseville Area School District staff may use in an emergency situation is physical holding. Physical holding must:

- 1) be the least intrusive intervention that effectively responds to the emergency;
- 2) not be used to discipline a noncompliant student;
- 3) end when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;
- 4) be observed directly by staff while the physical holding is being used; and
- 5) be documented as soon as possible after the incident concludes, but within 24 hours, by the staff person who implements or oversees the physical holding.

Roseville Area School District intends to use techniques according to Crisis Prevention Institute Non-Violent Crisis Intervention (CPI): Children’s Control, Team Control, Team Escort, Interim Control.

Mechanical Restraint

Physical holding does not include the application of mechanical restraints for bus transportation, sensory needs, or medical needs as these procedures are documented in the student’s Individual Family Service Plan (IFSP) or Individual Education Program (IEP).



Seclusion

Roseville Area School District does not use the restrictive procedure of seclusion.

Positive Behavior Strategies

The Roseville Area School District is committed to using positive behavior strategies, and will only use restrictive procedures in emergency situations. Staff will implement a range of positive behavior strategies as a proactive approach to teaching positive behavior skills to students, thereby reducing students exhibiting challenging behaviors and the need for the use of restrictive procedures.

Roseville Area School District uses the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention:

- Redirection
- Correction
- Staff escort to breakout space
- Allow student to go to safe place to relax/regroup
- Cross talk with staff
- Cross talk with peer
- Planned ignoring
- Conflict mediation
- Verbal de-escalation
- Process with staff
- Exit other peers
- Offer alternative activities
- Offer sensory tools
- Proactive social skills training
- Proximity control

Links to Mental Health Resources

To obtain service or a referral to a service provider, the family should contact their primary care clinic, physician, or insurance provider. Although this document does not include all providers, it is comprehensive. The district does not guarantee the quality or availability of the resources described in this list.

- Ramsey County Children's Crisis Response
<http://www.childcrisisresponsemn.org/>
- Ramsey County Social Services; county case management
<https://www.ramseycounty.us/residents/health-medical/clinics-services/mental-health/child-mental-health>



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- Ramsey County Children's Mental Health Collaborative
<http://www.rccmhc.org/>
- 180 Degrees, Inc.
<http://www.180degrees.org/>
- American Indian Family Center (AIFC)
<http://www.aifc.net/>
- Autism Society of Minnesota (AUSM)
<http://www.ausm.org/>
- Canvas Health
<http://www.canvashealth.org/>
- Face to Face
<http://www.face2face.org/>
- Guild Incorporated
<http://guildincorporated.org/>
- Hope and Healing Family Counseling
<http://www.hopeandhealingmn.com/>
- Invigorate Life Counseling
<http://www.invigoratelifecounseling.com/>
- Metro Social Services
<http://www.metrosocialservices.org/>
- Northeast Youth & Family Services (NYFS)
<http://www.nyfs.org/>
- Nystrom & Associates, Ltd.
<http://www.nystromcounseling.com/>
- Prairie Care
<http://www.prairie-care.com>
- Progressive Individual Resources
<http://pirimn.org/>
- St. Paul Youth Services
<http://www.spys.org/>
- Wilder Foundation
<http://www.wilder.org/>



- National Alliance on Mental Illness (NAMI):
<http://www.namihelps.org/>
- Minnesota Association for Children's Mental Health (MACMH):
<http://www.macmh.org/>

Staff Training

Roseville Area School District #623 will maintain a list of the trainings offered in the District each year to staff to meet the twelve skill and knowledge areas described below. Records of all trainings will identify the content of training, attendees and training dates, and will be maintained by Student Services.

Staff members who use restrictive procedures, including paraprofessionals, shall complete training in the following skills and knowledge areas:

1. Positive behavior interventions;
2. Communicative intent of behaviors;
3. Relationship building;
4. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;
5. De-escalation methods;
6. Standards for using restrictive procedures only in an emergency;
7. Obtaining emergency medical assistance;
8. The physiological and psychological impact of physical holding and seclusion;
9. Monitoring and responding to a student's physical signs of distress when physical holding is being used;
10. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used;
11. District policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure; and
12. School-wide programs on positive behavior strategies.

Prior to the start of each school year, district administration and the district's assigned Crisis Prevention Institute (CPI) team of trainers will complete an annual review of returning staff and newly hired staff, including paraprofessionals and contracted personnel that will have routine contact with students who may require the use of restrictive procedures to ensure they are placed on an annual rotation to receive necessary training. CPI courses are offered multiple times each year for district staff including 4-hour refresher courses and 8-hour full CPI courses. The CPI courses include information in the following areas:

1. Positive behavioral interventions;
 - CPI Crisis Development Model, Verbal Intervention
2. Communicative intent of behaviors;
 - CPI Crisis Development Model, Preventative Techniques



3. Relationship building;
 - CPI – Preventative Techniques
4. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;
 - CPI – Precipitating Factors, Rational Detachment, Integrated Experience
5. De-escalation methods;
 - CPI Crisis Development Model
6. Standards for using restrictive procedures only in an emergency;
 - CPI – Nonviolent Physical Crisis and Team Intervention, Understanding Risk of Restraints
7. Obtaining emergency medical assistance;
 - CPI - Nonviolent Physical Crisis Intervention and Team Intervention
8. Physiological and psychological impact of physical holding and seclusion;
 - CPI - Nonviolent Physical Crisis Intervention and Team Intervention, Understanding Risk of Restraint, Crisis Development Model
9. Monitoring and responding to a child's physical signs of distress when physical holding is being used; and
 - CPI – Nonviolent Physical Crisis Intervention and Team Intervention
10. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.
 - CPI – Understanding Risks of Restraints
11. District policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure;
 - Review of District's Restrictive Procedures Plan
 - Review of Restrictive Procedures law updates
 - Review of District's Restrictive Procedures reporting forms
12. School-wide programs on positive behavior strategies
 - Review of District's school-wide positive behavior strategies
 - Review of individual positive behavior intervention plans with IEP teams

In addition to CPI nonviolent crisis intervention training, staff will be provided with updates annually regarding law changes and how such changes impact current school practices. Staff will also be trained annually 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 rule. These additional trainings will be provided to Roseville Area School District staff via the following:

- Annual Special Education Update workshop
- Professional Development Days
- Building level Student Assistance Team, and Referral Review Team meetings
- File reviews



Oversight Committee: At least quarterly, the District will convene an oversight committee which will include the following individuals:

- Student Services Administrator
- General Education Administrator
- Mental Health Professional, Psychologist, or Social Worker
- Expert in Positive Behavior Support

This oversight committee will review the aggregate data on the use of restrictive procedures in the District looking:

- For 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;
- At the number of times a restrictive procedure is used school wide and for individual students;
- At the number and types of injuries, if any, resulting from the use of restrictive procedures;
- At whether restrictive procedures are used in nonemergency situations;
- At whether additional staff training on behavior interventions and restrictive procedures is needed; and
- At proposed actions to minimize the use of restrictive procedures.

School/Program sites are expected to review their restrictive procedures data on at least a monthly basis to monitor the implementation of the District's restrictive procedures plan and determine if additional staff training on behavior interventions and restrictive procedures is needed at the site.

Prohibited Procedures

Roseville Area School District will never use the following prohibited procedures on a child:

- 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.
- Requiring a child to assume and maintain specified physical position, activity, or posture that induces physical pain;
- Totally or partially restricting a child's senses as punishment;
- Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment;
- 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;
- Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. 626.556;



- Withholding regularly scheduled meals or water;
- Denying access to bathroom facilities;
- 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; and
- Prone restraint. Effective August 1, 2015, school districts are prohibited from using prone restraint as an emergency restraint for students with disabilities (Minnesota Statutes, section 125A.0942). Based upon that prohibition, school district staff are not authorized to use prone restraint as an emergency restraint for students with disabilities under the reasonable force statute (Minnesota Statutes, section 121A.582).

Procedures to follow if a restrictive procedure is used

2. **Parent Notification:** School staff shall make reasonable efforts to notify the parent on the same day a restrictive procedure is used on a child, or if the school is unable to provide same-day notice, notice is sent within two days (48 hours) by written or electronic means or as otherwise indicated in the student's IEP.
3. **Reporting of Use of Restrictive Procedure:** Each time physical holding or seclusion is used, either the staff person who implemented or oversaw the use of a restrictive procedure shall inform the administration of the use of the restrictive procedure as soon as possible and shall complete the restrictive procedures report form no later than the next working day in Student Plans. The restrictive procedures report form must include:
 - a description of the incident that led to the use of the restrictive procedure;
 - why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
 - the time the restrictive procedure began and the time the student was released from the hold; and
 - a brief record of the student's behavioral and physical status during and after the use of the restrictive procedure.
4. **Staff Debriefing After Use of Restrictive Procedure:** Each time a restrictive procedure is used, the building administrator or his/her designee shall conduct a post-use debriefing with all staff involved within 2 school days of the incident after the restrictive procedure concludes. The staff de-briefing form is found at this link.
https://docs.google.com/a/apps.isd623.org/forms/d/e/1FAIpQLSfRcvFt_hFKm3wgoTfGqYCwiqdbWBIWx0ypJm6a3nlucX66gzw/viewform There will be at least one staff member attending the debriefing meeting who was not involved in the incident and has knowledge of behaviors. On any occasion when the building administrator is unable to attend the debriefing meeting,



they will be notified of the results of the meeting as soon as possible. The post-use debriefing will review the following requirements to ensure the restrictive procedure was used appropriately:

- Whether the physical holding or seclusion was used in an emergency
- Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to an emergency
- Whether the physical holding or seclusion was used to discipline a non-compliant child
- Whether 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
- Whether the staff directly observed the child while physical holding or seclusion was being used
- Whether the documentation was completed correctly
- Whether the parents were properly notified
- Whether an IEP team meeting needs to be scheduled
- Whether appropriate staff used physical holding or seclusion
- Whether the staff that used physical holding or seclusion was appropriately trained

A copy of the completed Student Plans Restrictive Procedures form and the Staff Debriefing form will be sent to:

- Assistant Director of Student Services
- a copy will be placed in the student's due process file, and
- The Building Oversight Committee will keep a comprehensive file of all restrictive procedure forms to be used by the committee.

If the post-use debriefing meeting reveals that the use of physical holding was not used appropriately, the building principal will contact the special education director to review the incident.

5. **Including Plan for Use of a Restrictive Procedure in Student's IEP:** A student's IEP team may include a plan for using a restrictive procedure in the student's IEP, but may only use the restrictive procedure in situations that constitute an emergency. If a plan is included in the student's IEP, the IEP must also indicate how the parent wants to be notified when a restrictive procedure is used. The district must review use of restrictive procedures at a student's annual IEP meeting when the student's IEP provides for using restrictive procedures in an emergency.
6. **Use of Restrictive Procedures on Two School Days in 30 Calendar Days:** If restrictive procedures are use on two separate school days within 30 calendar days or if a pattern of use of the restrictive procedure emerges and the student's IEP or behavior intervention plan does not provide for using restrictive procedures in an emergency; the district must hold an IEP meeting within ten calendar days after district staff use the restrictive procedures on the second day. This meeting can also be requested by the parent or the



district after restrictive procedures have been used. At this meeting the team must:

- Review the student's Functional Behavior Assessment (FBA);
- Review other data connected to the behavior(s) that prompted the use of the restrictive procedure;
- Consider developing additional or revised positive behavioral interventions and supports;
- Consider actions that could be taken to reduce the use of restrictive procedures;
- Consider developing a Behavior Intervention Plan (BIP) or modifying an existing BIP or consider other revisions to the student's IEP;
- Review any known medical or psychological limitations, including any medical information the parent provided voluntarily, that contraindicate the use of a restrictive procedure; and
- Consider whether to prohibit a restrictive procedure and, if so, document any prohibition in the student's IEP.

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, either must consult with other professionals working with the student; 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 student.



Addendum A: Restrictive Procedures Quick Guide

Restrictive Procedures Standards and Requirements – Quick Reference Sheet

Staff Training Requirements:

- Staff **MUST** be trained in Nonviolent Crisis Intervention and Restrictive Procedures **PRIOR** to the use of any physical hold with a student.
- Staff must maintain their certification status by attending a refresher course every other school year. The dates for all training will be posted in September.

Minnesota State Statute:

- Restrictive Procedures may only be used in an **EMERGENCY** situation where there is imminent danger of physical harm to the student or others.
- Restrictive Procedures regulations apply only to special education students.
- Roseville does not allow for the use of Seclusion. Physical holding is the only restrictive procedure to be used in Roseville Area Schools.
- Use of Restrictive Procedures must be documented into the Student's records on Student Plans, found in Other Docs.
- Each time a restrictive procedure is used, the building administrator or his/her designee shall conduct a post-use debriefing with all staff involved within 2 school days of the incident after the restrictive procedure concludes.

Special Education and Due Process Considerations

- A student must have a Functional Behavioral Assessment in place prior to the use of Restrictive Procedures.
- Parents' must be notified of the use of restrictive procedures as quickly as possible, but within two days (48 hours) of use. Notification will occur by the method indicated by parents and documented on the student's IEP.
- The team must conduct a post-use debriefing session each time a Restrictive Procedure is used to review the details of the physical hold and to plan for ways to reduce the use of Restrictive Procedures in the future.
- The staff de-briefing form is found at this link.
<https://docs.google.com/a/apps.isd623.org/forms/d/e/1FAIpQLSfRcvFthFKm3wgoTfGqYCwiqdbWBIWx0ypJm6a3nlucX66gzw/viewform>
- A copy of the completed report from Student Plans must be sent to the Assistant Director of Student Services for district review
- An IEP meeting must be convened under the following circumstances:
- If a Restrictive Procedure is used on two separate days within ad 30 calendar day period, OR
- If a pattern of use emerges and the student's IEP does not provide for using Restrictive Procedures in an emergency, OR
- Upon parent request or district request following the need to use a Restrictive Procedure.
- If the district uses restrictive procedures with a child on 10 or more cumulative school days during the same school year, the team, must consult



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with other professionals working with the student; 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 student.



Addendum B: Reasonable Force Standard (MN Statute 121A.582)

Subdivision 1. Reasonable Force Standard.

- (a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- (b) A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- (c) Paragraphs (a) and (b) do not authorize conduct prohibited under sections 121A.58 and 121A.67.

Subdivision 2. Civil liability

- (a) A teacher or school principal who, in the exercised of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (a) has a defense against a civil action for damages under section 123B.25.
- (b) A school employee, bus driver, or other agent of a district who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (b), has a defense against a civil action for damages under section 123B.25.

Subdivision 3. Criminal Prosecution.

- (a) A teacher or school principal who, in the exercised of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (a) has a defense against criminal prosecution under section 123B.25.
- (b) A school employee, bus driver, or other agent of a district who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (b), has a defense against criminal prosecution under section 123B.25.

Subdivision 4. Supplementary rights and defenses.

Any right or defense in this section is supplementary to those specified in section 121A.58, 121A.67, 1123B.25, or 609.06, subdivision 1.

609.06 AUTHORIZED USE OF FORCE.

Subdivision 1. When authorized.

Except as otherwise provided in subdivision 2, reasonable force may be used upon or toward the person of another without the other's consent when the following circumstances exist or the actor reasonably believes them to exist:

- (1) When used by a public officer or one assisting a public officer under the public officer's direction:
 - (a) In effective a lawful arrest; or
 - (b) In the execution of legal process; or
 - (c) In enforcing an order of the court; or
 - (d) In executing any other duty imposed upon the public officer by law; or



- (2) When used by a person not a public officer in arresting another in the cases and in the manner provided by law and delivering the other to an officer competent to receive the other into custody; or
- (3) When used by any person in resisting or aiding another to resist an offense against the person; or
- (4) When used by any person in lawful possession of real or personal property, or by another assisting the person in lawful possession, in resisting a trespass upon or other unlawful interference with such property; or
- (5) When used by any person to prevent the escape, or to retake following the escape, of a person lawfully held on a charge or conviction of a crime; or
- (6) When used by a parent, guardian, teacher or other lawful custodian of a child or pupil, in the exercise of lawful authority, to restrain or correct such child or pupil; or
- (7) When used by a school employee or school bus driver, in the exercise of lawful authority, to restrain a child or pupil, or to prevent bodily harm or death to another; or
- (8) When used by a common carrier in expelling a passenger who refuses to obey a lawful requirement for the conduct of passengers and reasonable care is exercised with regard to the passenger's personal safety; or
- (9) When used to restrain a person who is mentally ill or mentally defective from self-injury or injury to another or when used by one with authority to do so to compel compliance with reasonable requirements for the person's control, conduct or treatment; or
- (10) When used by public or private institution providing custody or treatment against one lawfully committed to it to compel compliance with reasonable requirements for the control, conduct, or treatment of the committed person.

609.379 PERMITTED ACTIONS.

Subdivision 1. Reasonable force

Reasonable force may be used upon or toward the person of a child without the child's consent when the following circumstance exists or the actor reasonably believes it to exist:

- (a) When used by a parent, legal guardian, teacher, or other caretaker of a child or pupil in the exercise of lawful authority, to restrain or correct the child or pupil; or
- (b) When used by a teacher or other member of the instructional, support, or supervisory staff of a public or nonpublic school upon or toward a child when necessary to restrain the child from self-injury or injury to any other person or property.



Addendum C: Q & A

Special Education Q & A for Restrictive Procedures

Q1 – What is the meaning of Restrictive Procedures?

A – “Restrictive Procedures” means the use of physical holding or seclusion of children with disabilities in an emergency in Minnesota schools.

Restrictive Procedures applies to Special Education students only. Only trained staff should use restrictive procedures. The 8 hour initial course and 4 hour refresher courses are scheduled throughout the year. Contact the Student Services Office for more information about training dates.

Q2 – What is a Physical Hold?

A – 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. Minn. Stat§125A.0941c

Q3 – The term Physical Hold does NOT mean:

A – Physical contact that (1) helps a child respond or complete a task; (2) assists a child without restricting the child’s movement; (3) is needed to administer an authorized health-related service or procedure; or (4) is needed to physically escort a child when the child does not resist, or resistance is minimal. Physical holding may not be used to punish or otherwise discipline a child.

Q4 – What is Seclusion?

A – 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 otherwise blocking or preventing the child from leaving the room. A student may not be confined alone in any room in Roseville Area Schools. Minn. Stat§125A.0941 (g)

Q5 – Is Seclusion used in Roseville Area Schools?

A – NO, Roseville Area Schools does not sanction the use of seclusion as an authorized behavioral management intervention. If you become aware of the unauthorized use of seclusion, the incident must be (1) reported to the school administrator and (2) properly documented on the Restrictive Procedures form in Student Plans.

Q6 – What is an Emergency?

A – “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

Q7 – Who should document a physical hold?

A – The staff person who implements or oversees the use of that restrictive procedure must document its use. The case manager must attempt to notify the parent within 24 hours, but no later than 48 hours. If a paraprofessional has used a restrictive procedure, they should notify the case manager and administrator via email or in person on the day the restrictive procedure was used.

Q8 – Where do I document the use of a physical hold?



A – The restrictive procedures reporting form is located in on the Student’s “Student Plans” page. It is located in “other docs”.

Q9 – When is an IEP meeting needed after the use of a physical hold?

A – The district must hold an IEP meeting within 10 calendar days after district staff use a restrictive procedures on two separate school days within 30 calendar days, or a pattern of use emerges and the child’s IEP or behavior intervention plan (BIP) does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures were used. Be sure to create a notice of a team meeting that indicates that the purpose of the meeting is in rezones to two separate uses of restrictive procedures within 30 calendar days.

Q10 – What should be reviewed at the IEP meeting?

A – At the IEP team meeting, the team must review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicates the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the IEP or BIP. If changes are made to the IEP/BIP, send a PWN with a new IEP/BIP. Minn. Stat.§125A.0942, Subd. 2(e)

Q11 – What needs to be done if restrictive procedures are used 10 or more cumulative times in a school year?

A – The team, as appropriate, must consult with other professionals working with the student; 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 student. Minn. Stat. §125A.0942, Subd.2(d).

Q12 – Are parents notified when a physical hold is used?

A – Yes, you must make reasonable efforts to notify the parent on the same day a restrictive procedure is used, or if unable to provide same-day notice, notice is sent within two days by written means, electronic means or as otherwise indicated by the parent in the child’s IEP or BIP. Minn. Stat. §125A.0942, Subd.2(b) and 2(d).

Q13 – Should the team de-brief after a physical hold?

A – YES, the de-briefing form is found here

https://docs.google.com/a/apps.isd623.org/forms/d/e/1FAIpQLSfRcvFthFKm3wg_oTfGqYCwiqdbWBIWx0ypJm6a3nIucX66gzw/viewform