

Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training staff have received, and who received the training.

Mesabi East School District uses restrictive procedures only in emergency situations even if written into a child's Individual Educational Plan (IEP) or Behavior Intervention Plan (BIP). "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).

Restrictive Procedures used in Mesabi East School District

I. Physical holding:

1. Physical holding procedures are used as the least intrusive procedure necessary to keep students and staff safe in emergency situations. Selected staff are taught techniques of physical holding through CPI-Crisis Prevention Intervention on an annual basis.
2. Physical holding means 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. Physical holding ends when the threat of harm ends and the staff determine the child can safely return to the classroom or activity.
3. 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. Physical holding is not used to discipline a noncompliant child.
4. Mesabi East School District intends to use the following types of physical holding:
 - a) CPI Children's Hold
 - b) CPI Seated Hold
 - c) CPI Standing Hold
 - d) CPI Team Control Hold

II. Seclusion Rooms:

1. Seclusion means confining a child alone in a room from which egress is barred.
2. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.
3. The Mesabi East District does not have seclusion rooms in the School. The district retains the option of developing seclusion rooms based on individual

needs of students.

4. Seclusion rooms meet the Minnesota Department of Education (MDE) requirements for such rooms and will be registered with the State of Minnesota.
5. Mesabi East Public School intends to use the following rooms as rooms for seclusion:
 - a. Currently, no seclusion rooms are registered with MDE or in use.
6. A written notice received from the State Fire Marshal will indicate compliance with applicable building, fire and safety codes for the seclusion rooms.
7. The rooms Mesabi East Public School intends to use for seclusion will be registered with the Minnesota Department of Education and will be made active upon approval from the Minnesota Department of Education.
8. As of September 1, 2024, the use of seclusion with children from birth through 3rd grade will not be permitted (*Minn. Stat. 125A.0942*)

Before Incorporating Restrictive Procedures into the Individual Education Plan (IEP) or Behavior Intervention Plan (BIP)

1. Before incorporating restrictive procedures into the IEP or BIP, the IEP team must ensure that a Functional Behavior Assessment (FBA) has been completed. The IEP team must use the FBA information along with the present levels of performance, needs, goals and objectives to develop a BIP. Required components of a Behavior Intervention Plan (BIP):
 - (a) Include positive behavior supports, de-escalation procedures, instruction in appropriate behavior, and other preventative measures in the BIP,
 - (b) Document which restrictive procedure is being included and why it is the least restrictive effective intervention. The BIP must identify the frequency and severity of target behaviors for which the regulated intervention is being considered; and anticipated criteria for returning the pupil to the routine activities and regular education environment if the intervention is used.
 - (c) Document the physical health and psychological assessments determined that physical holding is not advised, or to be used, because of psychological or physical health reasons, if any, or include a statement that the team has ruled out any psychological or physical health reasons requiring that a physical hold NOT be used.
 - (d) Must document in the IEP or BIP how the parent wants to be notified when a restrictive procedure is used.

Frequency - Use of Restrictive Procedures

1. The District will hold an IEP meeting: within ten calendar days after district staff use restrictive procedures on two separate school days within thirty calendar days, or if a student is removed from a classroom, school building, or school grounds by a peace officer at the request of school personnel, or when a pattern of behavior emerges and the child's

IEP or behavior intervention plan does not provide for using restrictive procedures in an emergency; or at the request of a parent or a district after restrictive procedures are used. The district must review use of restrictive procedures at the child's annual IEP team meeting when the IEP provides for using restrictive procedures in an emergency.

2. 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 ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; 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 child.
3. The team must conduct or review a functional behavioral analysis, review data, consider developing additional or revised behavior interventions and supports, consider actions to reduce the use of restrictive procedures, and modify the IEP or the BIP. The District may use restrictive interventions in emergencies until the team meets, provided the emergency measures are deemed necessary by the district to protect the individual pupil or others from harm.

Monitoring and Reviewing the Use of Restrictive Procedures

1. The Mesabi East School District will monitor and review the use of restrictive procedures in the following manner. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion, shall document, as soon as possible after the incident concludes, the following information on the Restrictive Procedures Form:
 - a) A description of the incident that led to the physical holding or seclusion; Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; The time the physical holding or seclusion began and the time the child was released; and A brief record of the child's behavioral and physical status.
 - b) A copy of the completed Restrictive Procedures Form must be given to the designated building administrator, the student's IEP case manager, and a copy put in the student's file.
 - c) 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 is sent within two days by written or electronic means; or as otherwise indicated by the child's parent.

Note: Appendix A and Appendix B are the forms Mesabi East uses to document the use of restrictive procedures

Post-use debriefings:

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 as soon as possible after the incident with the staff involved and district administrator.
2. The post-use debriefing will review the following: (a) whether the physical hold or

seclusion was used in an emergency, (b) the physical hold or seclusion was the least intrusive intervention that effectively responds to the emergency, (c) the physical hold or seclusion ended when the threat of harm ended and staff determined that the child could safely return to the activity, (d) the staff directly observed the child while physical holding or seclusion was being used, (e) documentation was completed correctly, (f) Parents were correctly notified, (g) whether an IEP team meeting needs to be scheduled, (h) the appropriate staff used the physical hold or seclusion, and (i) whether the staff that used physical holding or seclusion was appropriately trained.

3. If the post-use debriefing reveals that the use of physical holding or seclusion was not used appropriately, the Mesabi East School District will ensure that an immediate corrective action is taken by providing review of this plan outlining appropriate use of restrictive procedures and determining if more training is needed for staff in the district.

Note: Appendix C is the form Mesabi East staff use to debrief following the use of a restrictive procedure.

Positive Behavior Strategies

1. Mesabi East uses a positive approach to teaching and learning which emphasizes social, emotional and academic growth in a strong and safe school community. The approach consists of classroom and schoolwide practices for deliberately helping children build academic and social-emotional competencies.
2. Through the evaluation process, the district will determine strengths and weaknesses of individual students and include, as appropriate, positive behavior strategies, replacement skills building, and/or social skills training into the Individual Education Plan (IEP).

Link to Mental Health Services

If warranted, and as a result of a Mental Health Screening, information on available Mental Health Services will be provided to the student's parents or guardian by the School Psychologist, or School Social Worker. One resource is: Range Mental Health Services, 218-749-2881

Oversight Committee

1. Mesabi East School District school oversight committee will convene quarterly (if any restraints have occurred) to review 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 procedures 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 situation; the need for additional staff training; and proposed actions to minimize the use of restrictive procedures.
2. This committee must 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.

Authorized Staff

1. The following staff are authorized by Minnesota Statute 125A.0942, Subd. 2 to use restrictive procedures if they have been properly trained:
 - (a) Licensed special education teacher, (b) School social worker, (c) School psychologist, (d) Behavior analyst certified by the National Behavior Analyst Certification Board, (e) Person with a master's degree in behavior analysis, (f) Other licensed education professional, (g) paraprofessional, or (h) Mental health professional.

Staff Training

1. Targeted staff will be trained in the following areas. The *CPI Nonviolent Crisis Intervention Training Program* will be used for all staff to cover these training topic areas.
 - (a) Positive behavioral intervention
 - (b) Communicative intent of behaviors
 - (c) Relationship building
 - (d) Alternatives to restrictive procedures (including preventative strategies)
 - (e) De-escalation methods
 - (f) Standards for using restrictive procedures only in an emergency
 - (g) Obtaining emergency medical assistance
 - (h) The physiological and psychological impact of physical signs of distress when using physical holding or seclusion
 - (i) Monitoring and responding to a child's physical signs of distress when physical holding is being used
 - (j) Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used
 - (k) District policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure; and
 - (l) Schoolwide programs on positive behavior strategies.
2. Training will also be provided by the Assistant Directors of Special Education regarding the rules and regulations pertaining to the use of Restrictive Procedures. Additional training will be provided by NLC staff on the topics of:
 - (a) Positive Behavioral Supports and Interventions (PBIS)
 - (b) Behavior Management and Modification
 - (c) Required components of function-based Behavior Intervention Plans (BIPs)
 - (d) Student mental health considerations
 - (e) Supporting students on the Autism spectrum
 - (f) Staff will also have access to Infinitec online training modules which cover the aforementioned training topics.

The district will maintain records of staff that have been trained and the organization or professional that conducted the training.

Restrictive Procedures NOT used by the district

The district does not use the following Restrictive Procedures: (1) Prone Restraint. Definition: Placing a child in a face down position.

Reasonable Force Permitted

“Nothing in this section or section 125A.0941 precludes the use of reasonable force under sections 121A.582; 609.06, subdivision 1; and 609.379.” See Minn. Stat. 125A.0942

Contact Information

If you have questions pertaining to this Restrictive Procedures Plan, please contact the district’s building administrator, or Director of Special Education at 218-751-6622.

Legal Authority

Minn. R 3525.0850

Minn. Stat. 125A.094

Minn. R 3525.2710, subp. 4(F)

Minn. Stat. 125A.0941

Minn. R 3525.2810, subp. 2(B)(1)

Minn. Stat. 125A.0942

Minnesota State Fire Code, Minn. R 7511.1008, subp. 3

Minn. Stat. 121A.067, subd. 2


Minnesota State Building Code, Minn. R 1305.1008, subp. 8

Appendix A

Use of Restrictive Procedure – Physical Holding			
Student Name: _____ ID: _____ DOB: _____ Grade: _____ School: _____ Date of Incident: _____			
Ethnicity: Is the student Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No What is the student's Race? (choose one or more) <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian or Pacific Islander			
Directions: The staff person who implemented or oversaw a physical hold must complete this form each time a physical hold is utilized.			
Staff Involved:			
Name:	Position	Role	Trained <input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Person completing form: _____		Title: _____	
EMERGENCY			
Was physical holding used to protect student or others from physical injury: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Description of the emergency situation:			
Description of the incident that led to physical holding:			
PHYSICAL HOLDING			
Description of the physical holding and a brief description of the student's behavioral and physical status:			

Was physical holding the least intrusive intervention to effectively respond to the emergency? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical:
Did physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain:
Did staff directly observe the child during physical holding? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain:
Did staff sustain an injury as a result of the physical holding: <input type="checkbox"/> Yes <input type="checkbox"/> No Did the student sustain an injury as a result of the physical holding: <input type="checkbox"/> Yes <input type="checkbox"/> No
Time physical holding began: _____ Ended: _____ Total time: _____
Removal From School
Was the student removed from school by a police officer at the request of school personnel: <input type="checkbox"/> Yes <input type="checkbox"/> No
Parent Notification
Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day. Parent: _____ Date: _____ Time: _____ Notified by: _____ How notified: _____

Appendix B

	Use of Restrictive Procedures: Seclusion
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Date: _____

Student: _____ ID: _____ DOB: _____

School: _____ Grade: _____ Gender: _____

Part A. Is the student Hispanic/Latino?
 Yes No

Part B. What is the student's race? *(Choose one or more)*

American Indian or Alaska Native Asian
 Black or African American White
 Native Hawaiian or Other Pacific Islander

Directions: Complete this form whenever a seclusion is used. All students must be monitored by an adult at all times. End the intervention when the threat of harm ends and staff determine that the student can safely return to the classroom or activity. A debriefing meeting must be held within two (2) days and a Staff Debriefing Meeting form completed.

Staff involved:

Name:	Position:

Signature of person completing this form: _____ Position: _____ Phone: _____

EMERGENCY

Was seclusion used to protect student or others from physical injury? Yes No
 Description of the emergency situation:

Description of the incident that led to seclusion:

SECLUSION

Location of the seclusion room:

- Did the room meet the requirements of a room used for seclusion? Yes No
- Was the room well lit, well ventilated, adequately heated and clean? Yes No
- Did the room contain objects that a student may use to injure themselves or others? Yes No

Brief description of the student's behavior and physical status during seclusion:

Was seclusion the least intrusive intervention to effectively respond to the emergency? Yes No

Explain why a less restrictive intervention failed or was determined to be inappropriate or impractical:

Did the seclusion end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity: Yes No

Explain:

Did staff directly observe the child during the seclusion: Yes No

Explain:

Did the student sustain an injury as a result of the seclusion: Yes No

Did staff sustain an injury as the result of the seclusion: Yes No

Time seclusion began: _____ Ended: _____ Total Time: _____

REMOVAL FROM SCHOOL

Was the student removed from school by a police officer at the request of school personnel: Yes No

PARENT NOTIFICATION

Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.

Parent: _____ Date: _____ Time: _____

Notified by: _____

How notified: _____

Appendix C

Staff Debriefing Meeting	
Student Name: _____ ID: _____ Date: _____ School: _____ Grade: _____ DOB: _____ ^a Date of Incident: _____ Date of Debriefing: _____	
Directions: Within two (2) school days following the use of a restrictive procedure, the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing. The debriefing must include at least one staff member who has knowledge of behaviors who was not involved in the incident.	
Student was on an IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No	Was IEP implemented correctly? <input type="checkbox"/> Yes <input type="checkbox"/> No
Was a BIP in place: <input type="checkbox"/> Yes <input type="checkbox"/> No	Was BIP implemented correctly? <input type="checkbox"/> Yes <input type="checkbox"/> No
Identify the antecedents, triggers and proactive interventions used prior to escalation:	
Briefly describe the impact of these less restrictive interventions:	
What behavior necessitated the use of a restrictive procedure?	
Describe student and staff behavior during the incident:	

What actions helped or didn't help?

Describe the procedure used to return the student to his/her routine activity:

Was the hold/seclusion the in response to an emergency situation: Yes No

Was the hold/seclusion the least restrictive intervention? Yes No

Did the hold/seclusion end when the threat of harm ended? Yes No

Is corrective action needed? Yes No

Is the behavior likely to reoccur? Yes No

Follow-up action to prevent the need for future use of restrictive procedures:

Behavior History:

Other restrictive procedures used in a the last 4 weeks: Yes No

Restrictive procedures used twice in a month: Yes No

Does the team see this as a pattern: Yes No

Does the child's IEP team need to meet? Yes No

Staff Attending Debriefing (should include one individual not involved in the incident)

Facilitator: _____

