# Jackson County Central (JCC) Public School #2895 Restrictive Procedures Plan with Legal Citations and Suggestions

The Minnesota Department of Education (MDE) has developed this sample restrictive procedures plan for use by the education community. Schools are not required to use this sample restrictive procedures plan. The purpose of this sample restrictive procedures plan is to provide helpful guidance and a documentation model including the required data elements for compliance with special education restrictive procedures requirements.[[1]](#footnote-1)

| **Law** | **Model Restrictive Procedures Plan** |
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| 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 Web site 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) | **I. JCC School District intends to use the following restrictive procedures:\*** |
| Definition found at Minnesota Statutes, section 125A.0941(c) | **A. Physical holding:**  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. |
| Definition found at 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.  3. JCC School District intends to use the following types of physical holding*:*  a) CPI Team Control Position  b) CPI Children’s Control Position  c) CPI Seated Position- Medium Level Risk  d) CPI Seated Position- Higher Level Risk  e) CPI Standing Position- Medium Level Risk  f) CPI Standing Position- Higher Level Risk |
| Definition found at Minnesota Statutes, section 125A.0941(g) | **B. Seclusion**  1. Seclusion means confining a child alone in a room from which egress is barred.  2. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. |
| Definition found at Minnesota Statutes, section 125A.0941(g) | 3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion. |
|  | 4. JCC School District intends to use the following rooms as rooms for seclusion:  a) JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(i) | 5. JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(ii) | 6. JCC School District #2895 currently does not have any seclusion rooms. |
| Requirements found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6) | 7. JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(i)[[2]](#footnote-2) | a) JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(ii)[[3]](#footnote-3) | b) JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iii)[[4]](#footnote-4) | c) JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iv)[[5]](#footnote-5) | d) JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(v)[[6]](#footnote-6) | e) JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(vi)[[7]](#footnote-7) | f) JCC School District #2895 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2) | **II. JCC School District will implement a range of positive behavior strategies and provide links to mental health services.** |
| Definition found at Minnesota Statutes, section 125A.0941(d) | **A. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.** |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)  Encouragement found at Minnesota Statutes, section 125A.0942, Subdivision 6[[8]](#footnote-8) | **B. JCC School District implements the following positive behavior strategies:**  **Riverside Elementary**  We promote Husky pride which follows the PBIS format. Riverside teaches the expectations for appropriate behavior in the various areas in and around the building. We focus on RESPECT, RESPONSIBILITY, SAFETY, and being POSITIVE. We have a matrix of expectations that teachers cover on a regular basis. Being proactive in regards to behavioral expectations is the key in our building. We recognize and celebrate positive choices. Letters are sent home to parents to explain the program. School wide we promote breaks when needed and have an entire classroom devoted to Boost-Up.  **Pleasantview Elementary**  If there is a child who is increasing in behaviors and is on an IEP as identified with a disability, we then look at utilizing a FBA to then incorporate a BIP into the plan.  School wide we promote breaks when needed and have an entire classroom devoted to Boost-Up.  We use de-escalating techniques as needed to calm a student down who is in an escalated state.  Pleasantview uses Office Referral Forms entitled Major and Minor. We have clear criteria that dictates what will constitute a major/minor.  -These forms are signed by staff who witnessed behavior, students, parents, and admin.  -These signatures are completed once the student has processed with that particular adult.  We have a licensed social worker in the building two days a week that is available to meet with students who are identified as in need of social skills. She uses a research based intervention entitled: “Quest”. Our staff also model and are continually promoting good manners and citizenship skills.  **Middle School (grades 6-8)**  Husky Pride Program: Personal Responsibility, Respect, Integrity, Determination, Excellence. Staff stresses these attributes to students and recognize when students are performing them. We have given out student of the week passes that recognize students for aspiring to these attributes and staff also gives out passes for random acts that represent Husky Pride. We also have Husky Time, which is a reward time set up every other month for those students who have exemplified Husky Pride. Students who are not showing these attributes meet with teachers when teachers recognize students struggling. If a repetitive pattern of student behavior is shown then during a teacher/student meeting they will fill out a form that talks about why the behavior happened, what should happen and what the consequence will be if the behavior continues. This form is called a minor report. Major reports are for many repeat offenses or a major event that happens. If this occurs the student and the principal meet to discuss the event/behavior, what should have happened and what the consequence is going to be as a result of the behavior.  Teacher Advisory: Every M, Tu, Th, Fri students meet in advisory groups. These groups discuss different topics ranging from Husky Pride, Bullying, Study Skills, Cooperation, Positive Relationships, and many more. Also, on Friday, for students who are caught up academically and have not had behavior referrals we have Fit Friday. Students change TA groups and visit with other teachers and play different games.  It is like a free (PE/dance/game) time to reward positive behaviors for 20 minutes, if students are meeting expectations.  Power Hour: Random moments where again they are rewarded for being positive.  Small Social Skills Groups: We have groups of individuals who meet with the school counselor and other students to discuss events happening at home, school, and in their personal lives. These groups differ on how many times they meet; sometimes once a week and some twice a week. It’s another area where we discuss the attributes to our Husky Pride Program, we also bring in other groups like SW Mental Health, SW Crisis Center, etc. to discuss topics with these social groups.  **High School (grades 9-12)**  The first week of school we visit with small groups of each grade level to talk about changes in the handbook, expectations, respect for one another in the building and people who work in it.  Monthly Advisory Meetings: These are meetings ran by the teachers with a mixture of 9-12 grade students in each group. Various topics from bullying, respect, getting to know each other etc. are discussed.  Orientation Meetings: At all orientation meetings we go over the specific parts of the handbook dealing with behaviors in the different areas.  Students are also made aware of groups that they can join that deal with making positive choices. The groups are Key Club, Start Noticing (a group that deals with positive choices pertaining to tobacco and drugs), Generation Next (girls group that meets to talk over issues that young girls are facing in the world today).  Every year we also like to bring in a speaker to talk to the students in 9-12. Topics that we have dealt with recently are distracted driving, cyber-bullying, internet safety, and a wellness fair that dealt with various topics delivered by professionals in the community. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2) | **C. JCC School District provides the following links to mental health services:**  1. [Woodland Centers - www.woodlandcenters.com](http://www.woodlandcenters.com/)  2. [Greater MN Family - www.greaterminnesota.org](http://www.greaterminnesota.org/)  3. [Western Mental Health – https://wmhcinc.org](about:blank)  4. [MN Association for Children's Mental Health - www.macmh.org](http://www.macmh.org/)  5. [Southwestern Mental Health – https://www.avera.org/locations/profile/southwestern-mental-health-center-avera-luverne/](about:blank)  6. Families may also contact the school personnel for assistance with obtaining mental health services: 507-847-3608 |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(3); *See also*, Minnesota Statutes, section 122A.09, Subdivision 4(k) and Minnesota Rule 8710.0300 | **III. JCC School District will provide training on de-escalation techniques.**  **A. JCC School provides the following training on using positive behavior interventions:**  1. CPI training includes: PBIS systems framework described AND how to implement specific positive behavior interventions taught, practiced and method for evaluation (outcome and fidelity measures) provided.  **B. JCC School District provides the following training on accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state’s graduation standards.**  1. ER Writing Workshop  2. IEP Writing Workshop  3. LIPs  4. STAR |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4) | **IV. JCC School District will monitor and review the use of restrictive procedures in the following manner:** |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(5) | **A. Documentation:**  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:  a) A description of the incident that led to the physical holding or seclusion;  b) Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;  c) The time the physical holding or seclusion began and the time the child was released; and  d) A brief record of the child’s behavioral and physical status. |
|  | 2. Attached, as Appendix A, is JCC School District’s forms used to document the use of physical holding or seclusion. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)(i) | **B. Post-use debriefings, consistent with documentation requirements:**  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, case manager, and staff involved in the incident, within 2 school days after the incident concludes. |
|  | 2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately: |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)[[9]](#footnote-9) | a) Whether the physical holding or seclusion was used in an emergency. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision. 3(a)(1)[[10]](#footnote-10) | b) Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(2)[[11]](#footnote-11) | c) Whether the physical holding or seclusion was used to discipline a noncompliant child. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(3)[[12]](#footnote-12) | d) 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. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(4)[[13]](#footnote-13) | e) Whether 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)[[14]](#footnote-14) | f) Whether the documentation was completed correctly. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(b)[[15]](#footnote-15) and Minn. § 125A.0942, Subdivision 2(f)[[16]](#footnote-16) | g) Whether the parents were properly notified. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(c)[[17]](#footnote-17) | h) Whether an IEP team meeting needs to be scheduled. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(a)[[18]](#footnote-18) | i) Whether the appropriate staff used physical holding or seclusion. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 5 | j) Whether 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, JCC School District will ensure immediate corrective action is taken, such as immediate retraining of the staff that made the error and reviewing procedures with all staff. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(b)[[19]](#footnote-19) | **C. Oversight committee**  1. JCC School District publicly identifies the following oversight committee members:  a) Kayla DeJong, school psychologist;  b) Renae Hemingway, expert in positive behavior intervention;  c) Kathryn Ralston, special education administrator;  d) Chris Naumann, general education administrator; |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(4)(ii)[[20]](#footnote-20) | 2. JCC School District’s oversight committee meets quarterly. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision (1)(a)(4)(ii) | 3. JCC School District’s oversight committee will review the following:  a) The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of week, duration of the use of a restrictive procedure, the individuals involved, or other factors associated with the use of restrictive procedures;  b) The number of times a restrictive procedure is used school wide and for individual children;  c) The number and types of injuries, if any, resulting from the use of restrictive procedures;  d) Whether restrictive procedures are used in nonemergency situations;  e) The need for additional staff training; and  f) Proposed actions to minimize the use of restrictive procedures. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(5) and Subdivision 5 | **V. JCC School District staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:**  **A. Positive behavioral interventions**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form”  **B. Communicative intent of behaviors**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **C. Relationship building**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **E. De-Escalation methods**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **F. Standards for using restrictive procedures only in an emergency**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **G. Obtaining emergency medical assistance**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **H. The physiological and psychological impact of physical holding and seclusion**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **I. Monitoring and responding to a child’s physical signs of distress when physical holding is being used**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used**  1. CPI Training- Enhanced  2. See attached “Restrictive Procedures Training Form” |
|  | **K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and**  1. CPI Trainers will include training with power point on policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure.  2. See attached “Restrictive Procedures Training Form” |
|  | **L. Schoolwide programs on positive behavior strategies**  1. CPI Trainers will include training with power point on school-wide programs on positive behavior strategies.  2. See attached “Restrictive Procedures Training Form” |
| Prohibitions found at Minn. Stat. § 125A.0942, Subdivision 4(1-9) | **VI. JCC School District will never use the following prohibited procedures on a child:**  **A. Engaging in conduct prohibited under section 121A.58 (corporal punishment);**  **B. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;**  **C. Totally or partially restricting a child’s senses as punishment;**  **D. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;**  **E. Denying or restricting a child’s access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child’s functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;**  **F. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors);**  **G. Withholding regularly scheduled meals or water;**  **H. Denying access to bathroom facilities; and**  **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.** |

1. Italicized language will be found throughout this document and indicates guidance to assist the education community in completing a Restrictive Procedures Plan. [↑](#footnote-ref-1)
2. Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(i) requires the room to be at least six feet by five feet. [↑](#footnote-ref-2)
3. Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(ii) requires the room to be well lit, well ventilated, adequately heated, and clean. [↑](#footnote-ref-3)
4. 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. [↑](#footnote-ref-4)
5. 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. [↑](#footnote-ref-5)
6. 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. [↑](#footnote-ref-6)
7. 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. [↑](#footnote-ref-7)
8. Minnesota Statutes, section 125A.0942, Subd, 6 encourages school districts to establish effective school-wide systems of positive behavior interventions and supports. [↑](#footnote-ref-8)
9. Minnesota Statutes, section 125A.0942, Subd. 3(a) requires that restrictive procedures only be used in response to behavior that constitutes an emergency. [↑](#footnote-ref-9)
10. Minn. Stat. § 125A.0942, Subd. 3(a)(1) requires physical holding or seclusion be the least restrictive intervention that effectively responds to the emergency. [↑](#footnote-ref-10)
11. Minn. Stat. § 125A.0942, Subd. 3(a)(2) requires physical holding or seclusion NOT be used to discipline a noncompliant child. [↑](#footnote-ref-11)
12. Minn. Stat. § 125A.0942, Subd. 3(a)(3) requires the physical holding or seclusion end when the threat of harm ends and the staff determines the child can safely return to the classroom or activity. [↑](#footnote-ref-12)
13. Minn. Stat. § 125A.0942, Subd. 3(a)(4) requires staff to directly observe the child while physical holding or seclusion is being used. [↑](#footnote-ref-13)
14. Minn. Stat. § 125A.0942, Subd. 3(a)(5) requires the staff person who implements or oversees the physical holding or seclusion to document, each time physical holding or seclusion is used, as soon as possible after the incident concludes, the following information: (i) a description of the incident that led to the physical holding or seclusion; (ii) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; (iii) the time the physical holding or seclusion began and the time the child was released; and (iv) a brief record of the child’s behavioral and physical status. [↑](#footnote-ref-14)
15. Minn. Stat. § 125A.0942, Subd. 2(b) requires a school to make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child, or if the school is unable to provide same-day notice, notice is sent within two days by written or electronic means or as otherwise indicated by the child’s parent. [↑](#footnote-ref-15)
16. Minn. Stat. § 125A.0942, Subd. 2(f) provides that an IEP team may plan for using restrictive procedures and may include these procedures in a child’s IEP or BIP; however, the restrictive procedures may be used only in response to behavior that constitutes an emergency. The IEP or BIP shall indicate how the parent wants to be notified when a restrictive procedure is used. [↑](#footnote-ref-16)
17. Minn. Stat. § 125A.0942, Subd. 2(c) requires the district to hold a meeting of the IEP team: within ten calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child’s IEP or BIP does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child’s annual IEP meeting when the child’s IEP provides for using restrictive procedures in an emergency. [↑](#footnote-ref-17)
18. Minn. Stat. § 125A.0942, Subd. 2(a) requires restrictive procedures only be used by a licensed special education teacher, school social worker, school psychologist, behavior analyst certified by the national Behavior Analyst Certification Board, a person with a master’s degree in behavior analysis, other licensed education professional, paraprofessional, or mental health professional, who has completed training. [↑](#footnote-ref-18)
19. Minn. Stat. § 125A.0942, Subd, 2(b) requires schools to annually publicly identify oversight committee members who must at least include: (1) a mental health professional, school psychologist, or school social worker; (2) an expert in positive behavior strategies; (3) a special education administrator; and (4) a general education administrator. [↑](#footnote-ref-19)
20. Minn. Stat. § 125A.0942, Subd. 1(a)(4)(ii) requires that an oversight convene to undertake a quarterly review of the use of restrictive procedures. [↑](#footnote-ref-20)