# Tracy Public School #2904 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. Tracy 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. Tracy 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. Tracy School District intends to use the following rooms as rooms for seclusion:  a) Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(i) | 5. Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(ii) | 6. Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirements found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6) | 7. Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(i)[[2]](#footnote-2) | a) Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(ii)[[3]](#footnote-3) | b) Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iii)[[4]](#footnote-4) | c) Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iv)[[5]](#footnote-5) | d) Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(v)[[6]](#footnote-6) | e) Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(vi)[[7]](#footnote-7) | f) Tracy School District #2904 currently does not have any seclusion rooms. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2) | **II. Tracy 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. Tracy School District implements the following positive behavior strategies:**  Tracy Area School District utilizes APL strategies in their elementary school. Stop and Go signs indicate when students are displaying appropriate behavior. Students that receive a “Stop” sign will be retrained on proper behavior during break times. In grades 3rd-6th, a “BAM” board is used for work completion and behavior. There is reward time given once a week for those that received no letters throughout the week and quiet study time for those that received consequences. These systems are taught and reviewed with students and staff at the beginning of each school year.  In grades 7-12, the foundation of their character program is built on respect, responsibility, integrity, compassion, and honesty. The opening school assembly for students in grades 7-12 reviews the five character words and how it relates to them. One day a month grades 7-9 have a character assembly or a character activity which is delivered by the school counselor and/or peer helpers. Grades 10-12 are presented a character assembly at their grade level approximately once every other month. Students can be nominated for a Panther Pride award (wrist band with the five character words printed on it for displaying one of the foundation character traits. These are given out unlimited, once a week during the announcements. Each classroom teacher uses the five foundation character traits (respect, responsibility, integrity, compassion, and honesty) to guide the discipline and management of their classrooms. Teachers and paraprofessionals strive to use four keys when conversing with students- use the student's name, protect the student's personal space, speak to them at eye level, and keep their voice at a relaxed, normal volume. Teachers deliver a five point strategy when conversing with students about a particular behavior as follows: give the student a support (positive) statement that is related to the behavior in question, clearly and calmly tell them what our school expectation is related to our foundation character traits, breakdown for them what their present behavior is, explaining what benefit it would be to them personally if they could exhibit the positive character trait, and add closure. Closure would include the consequence and also what the student's responsibility is in fixing their problem. If a student is non-compliant, they may be sent to the office at which point, the principal would then take over the five strategies with the student. Students are required to participate in coming up with the solution to their behavior and actions so they can own the behaviors that happened and those that will be in the future.  If a specific student is having a number of behavior issues due to self-regulation and/or personal issues, the child concern meeting may discuss and build in support form counselors, give students a "safer" place to report to so they can relax and de-escalate, and give the students help on how to re-enter the class. |
| Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2) | **C. Tracy 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 – [www.wmcin.org](http://www.wmcin.org)  4. MN Association for Children’s Mental Health – [www.macmh.org](http://www.macmh.org)  5. Southwestern Mental Health –  [www.usnodrugs.com/Minnesota/Worthington/Southwestern\_Mental\_Health\_Center](http://www.usnodrugs.com/Minnesota/Worthington/Southwestern_Mental_Health_Center)  6. Families may also contact the school personnel for assistance with obtaining mental health services:  507-629-5500 |
| 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. Tracy School District will provide training on de-escalation techniques.**  **A. Tracy 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. Tracy 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. Tracy 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 Tracy 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, Tracy 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. Tracy School District publicly identifies the following oversight committee members:  a) Janette Jurgens, school psychologist;  b) Muriel Coulter, expert in positive behavior intervention;  c) Jennifer Kimman, special education administrator;  d) Michael Monson/Kathy Vondracek, general education administrator; |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(4)(ii)[[20]](#footnote-20) | 2. Tracy School District’s oversight committee meets quarterly. |
| Requirement found at Minn. Stat. § 125A.0942, Subdivision (1)(a)(4)(ii) | 3. Tracy 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. Tracy 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. Tracy 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)