

# Roseau School District

## Restrictive Procedures Plan

*Based on Minnesota Statute, section 125A.0942, schools that intend to use restrictive procedures shall describe and maintain a restrictive procedures plan (RPP) for children with disabilities. 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.*

*Roseau School District uses restrictive procedures only in emergency situations even if written into a child's Individual Education 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 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. Statute 125A.0941(b) "Restrictive procedures must not be used to punish or otherwise discipline a child." Minn. Statute 125A.0941(f)*

### Restrictive Procedure used in Roseau School District

1. Physical holding: Physical holding procedures are used as the least intrusive procedure necessary to keep students and staff safe in emergency situations. Selected staff is taught annually techniques of physical holding through CPI-Crisis Prevention Institute.

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, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. 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. Roseau School District intends to use the following types of physical holding:

- a) CPI Children's Control Position
- b) CPI Low, Medium, High Seated Position
- c) CPI Low, Medium, High Standing Position
- d) CPI High-Level Holding Standing Team Control
- e) CPI Transport Position (Medium Level Standing Position)

### Before Incorporating Physical Holding into the Individual Education Plan (IEP) or Behavior Intervention Plan (BIP)

1. Before incorporating physical holding 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**

If a restrictive intervention is used, or if a student is removed from a classroom, school building, or school grounds by a peace officer at the request of school personnel, on two separate school days twice within 30 calendar days 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 procedure at the child's annual IEP team meeting when the IEP provides for using restrictive procedures in an emergency.

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.

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.

### **Monitoring and Reviewing the Use of Restrictive Procedures**

1. The Roseau School District will monitor and review the use of restrictive procedures in the following manner. Each time physical holding is used, the staff person who implements or oversees the physical holding, 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; Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; The time the physical holding 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 Director of Special Education, the student's IEP case manager, and a copy put in the student's file.

c) School personnel 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 electronics means; or as otherwise indicated by the child's parent.

**Note:** Attached is Roseau School District's form used to document the use of physical holding.

### **Post-use debriefings:**

1. Each time physical holding is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing within one business day after the incident concludes with the staff involved and Cheryl Hirst, Director of Special Education.

2. The post-use debriefing will review the following: (a) whether the physical hold was used in an emergency, (b) whether the physical hold was the least intrusive intervention that effectively responds to the emergency, (c) whether physical holding was used to discipline a non-compliant child (d) whether the physical hold ended when the threat of harm ended and staff determined that the child could safely return to the activity, (e) whether the staff

directly observed the child while in a physical hold, (f) whether documentation was completed correctly, (g) parents were correctly notified, (h) whether an IEP team meeting needs to be scheduled, (i) whether the appropriate staff used the physical hold, and (j) whether the staff that used physical holding was appropriately trained.

**Note:** If the post-use debriefing reveals that the use of physical holding was not used appropriately, the Roseau 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.

### **Positive Behavior Strategies**

1. Roseau School District has initiated a number of programs that assist and support students with positive behavior.

Character Counts is organized and presented by the high school student council to elementary students (k-6) choosing one subject per month. Topics include: Respect, Patriotism, Responsibility, Fairness, Trustworthiness, Caring, and Citizenship.

ABC (Attitude, Behavior, Character) – A list of high school students (7-12) who have gone beyond the “call of duty” is generated by the faculty each Friday. Those students who are selected for ABC students move to the front of the lunch line.

Students of the Month – Each month students are selected to be students of the month based on their behavior and their academic progress. Four students are selected each month from four grade levels: K-3, 4-6, 7-9 and 10-12. These students are recognized through the presentation of an award and recognized in the local paper(s).

2. Through the evaluation process, the district will determine strengths and needs 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.

Life Care Behavioral Health in Roseau, MN <https://lifecaremedicalcenter.org/behavioral-health/>

Roseau County Social Services in Roseau, MN  
[http://www.co.roseau.mn.us/government/s\\_z/social\\_services/index.php#.W-2Ku3pKjuQ](http://www.co.roseau.mn.us/government/s_z/social_services/index.php#.W-2Ku3pKjuQ)

Sanford Behavioral Health Hospital in Thief River Falls, MN  
<https://www.sanfordhealth.org/locations/sanford-thief-river-falls-behavioral-health-center>

### **Oversight Committee**

1. Roseau School District school oversight committee will meet quarterly, if any physical holds are conducted, 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 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 non-emergency situation; the need for additional staff training; and proposed actions to minimize the use of restrictive procedures. See Physical Hold Form - Appendix A

2. This committee must include: (1) Jen Cole, School Social Worker (2) Jeremy Sollund, School Psychologist; (3) Cheryl Hirst, Director of Special Education; and (4) Ivan Hirst, High School Principal (as applicable dependent on the age of the student) OR Amy McGuire, Elementary School Principal (as applicable dependent on the age of the student).

## **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 - including the Director of Special Education or School Administrator, (g) paraprofessional, (h) Mental health professional

## **Staff Training**

1. Targeted staff will be trained with specific training called CPI-Crisis Prevention Institute. Additional training will be provided by the Director of Special Education on the topic of Positive Behavioral Supports and Interventions and required components of a Behavior Intervention Plan.

- (a) positive behavioral intervention: CPI Crisis Development Model, Verbal Interventions
- (b) communicative intent of behaviors: CPI Unit entitled: CPI Crisis Development Model, Preventative Techniques
- (c) relationship building: CPI United entitled: Preventative Techniques
- (d) alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior: CPI Unit entitled: Precipitating Factors, Rational Detachment, Integrated Experience
- (e) de-escalation methods: CPI Unit entitled: CPI Crisis Development Model
- (f) standards for using restrictive procedures only in an emergency: CPI Unit entitled: Nonviolent Physical Crisis and Team Intervention, & Understanding the Risks of Restraints
- (g) obtaining emergency medical assistance: Nonviolent Physical Crisis Intervention and Team Intervention, & training on local numbers to call in case of an emergency
- (h) the physiological and psychological impact of physical signs of distress when physical holding: CPI Unit entitled: Nonviolent Physical Crisis and Team Intervention, Understanding the Risks of Restraints, & Crisis Development Model
- (i) monitoring and responding to a child's physical signs of distress when physical holding is being used: CPI Unit entitled: Nonviolent Physical Crisis Intervention and Team Intervention
- (j) recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used: CPI Unit entitled: Participant workbook Chapter Understanding the Risks of Restraints
- (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.
- (m) the Director of Special Education provides annual training to both special education and regular education staff

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) Seclusion. Definition: Confining a child alone in a room from which egress is barred. In 2013, the Legislature clarified that: “Egress may be barred by an adult locking or closing the door in a room or preventing the child from leaving the room.” (2) 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

If you have questions pertaining to this Restrictive Procedures Plan, please contact the district’s Director of Special Education, Cheryl Hirst, at 218-463-6405 or [cheryl\\_hirst@roseauschool.org](mailto:cheryl_hirst@roseauschool.org)

#### ***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: [Roseau School District Physical Holding Form](#)