



2024–2025

Minnewaska Area Schools
RESTRICTIVE
PROCEDURES PLAN

ENGAGE EVERY STUDENT, EVERY DAY!

MINNEWASKA AREA SCHOOLS

RESTRICTIVE PROCEDURES PLAN

2024-25

Minnesota laws encourage the use of positive behavioral supports and strategies and seek to reduce the use of physical holding and seclusion (restrictive procedures). Schools may only use restrictive procedures in response to an emergency 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 or 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. Restrictive procedures will not be used to punish or otherwise discipline a child.

Minnewaska Area Schools intends to use:

Physical Holding – 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.

- Specific physical holds that staff are trained to use:
 - **Crisis Prevention Institute - (CPI)**
 - **CPI Children's Control**
 - **CPI Team Control**
 - **CPI Team Escort**

Additional Information about the use of physical holds:

- 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.
- A physical hold may be used only in response to behavior that constitutes an emergency, even if written into a child's IEP, IFSP, or BIP.

- An improper physical hold, a physical hold used by an unauthorized or untrained staff person and any reasonable force which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint will be reported as a physical hold.
- Each time a physical holding is used, the staff person who implements or oversees the physical holding documents, as soon as possible after the incident concludes, the following information:
 - a) a description of the incident that led to the physical holding;
 - b) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
 - c) the time the physical holding began and the time the child was released;
 - d) a brief record of the child's behavioral and physical status; and
 - e) a brief description of the post-use debriefing that occurred as a result of the use of the physical hold
- 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 will be sent within two days by written or electronic means or as otherwise indicated in the Student's IEP.

A copy of the Holding and Debriefing forms can be found in Appendix A

Seclusion – 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.

The following seclusion rooms have been registered with MDE:

- **Elementary (E-3 Building) No seclusion rooms**
- **Secondary (4-12 Building) No seclusion rooms**
- **WIN Academy (Care and Treatment Program- Starbuck Campus):**
 - **Room 113c- #1**
 - **Room 113c- #2 (inactive)**
 - **Room 113c- #3 (inactive)**
 - **Room 113c - #4**
 - **Room 113c - #5**

In order to be registered, the school must verify that a seclusion room:

- be at least six feet by five feet;

- be well lit, well ventilated, adequately heated, and clean;
- have a window that allows staff to directly observe a child in seclusion;
- have tamper proof fixtures, electrical switches located immediately outside the door, and secure ceilings;
- 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;
- not contain objects that a child may use to injure the child or others; and
- the school has received written notice from local authorities that the room and the locking mechanisms comply with applicable building, fire, and safety codes.

Deputy Fire Marshall, George Shellum, approved rooms, 9/19/24

Additional information about the use of seclusion:

- An improper use of seclusion, seclusion used by an unauthorized or untrained staff person and any reasonable force which intends to confine a child alone in a room from which egress is barred will be reported as seclusion.
- Seclusion may be used only in response to behavior that constitutes an emergency, even if written into a child's IEP, IFSP, or BIP.
- Each time seclusion is used, the staff person who implements or oversees seclusion documents, as soon as possible after the incident concludes, the following information:
 - a) a description of the incident that led to the seclusion;
 - b) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
 - c) the time the seclusion began and the time the child was released;
 - d) a brief record of the child's behavioral and physical status; and
 - e) a brief description of the post-use debriefing that occurred as a result of the use of the physical hold or seclusion
- 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 will be sent within two days by written or electronic means or as otherwise indicated in the Student's IEP.
- 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 will be sent within two days by written or electronic means or as otherwise indicated in the Student's IEP.

A copy of the Seclusion and Debriefing forms can be found in Appendix A

Prohibitions

Minnewaska Area School staff are prohibited from using the following actions or procedures:

1. engaging in corporal punishment - conduct involving: (1) hitting or spanking a person with or without an object; or (2) unreasonable physical force that causes bodily harm or substantial emotional harm.
2. requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. totally or partially restricting a child's senses as punishment;
4. presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
5. 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 the temporary removal of 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;
6. interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse as those terms are defined in chapter 260E;
7. withholding regularly scheduled meals or water;
8. denying access to bathroom facilities;
9. physical holding that restricts or impairs a student's ability to breathe, restricts or impairs a student's ability to communicate distress, places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso; and
10. prone restraint.
11. the use of seclusion on children from birth through grade 3 by September 1, 2024.

Implementation of a Range of Positive Behavior Strategies

Positive behavioral interventions and supports are interventions and strategies to improve the school environment by teaching children the skills to prevent problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional, and behavioral needs for all students. Staff will implement a range of positive behavior strategies as a proactive approach to addressing student needs and teaching positive behavior skills by:

1. establishing, defining, teaching, and practicing three to five positively stated school wide behavioral expectations that are representative of the local community and cultures; **WIN Academy and the Elementary Building have participated in PBIS training through MDE. The Secondary building has a Code of Conduct used throughout the building. In addition, the elementary teaches and reinforces a STAR quality each month (character education program).**
2. developing and implementing a consistent system used by all staff to provide positive feedback and acknowledgment for students who display school wide behavioral expectations; **All buildings implement a positive behavior system; Caught being good slips (Elementary) Laker Wave Makers (Secondary) School wide point systems (WIN Academy).**
3. developing and implementing a consistent and specialized support system for students who do not display behaviors representative of schoolwide positive expectations; developing a system to support decisions based on data related to student progress, effective implementation of behavioral practices, and screening for students requiring additional behavior supports; **All buildings have a Teacher Assistant Team (TAT) that follows a MTSS model of interventions. Several students receive accommodations as documented in 504 plans.**
4. using a continuum of evidence-based interventions that is integrated and aligned to support academic and behavioral success for all students; **some interventions that are frequently used include: Calming strategies, social stories, behavior contracts, point systems, behavior intervention plans, fix it plans, zones of regulation, paraprofessional support, individual mental health therapy, Individual and group skills (CTSS), classroom and building incentives.**
5. using a team-based approach to support effective implementation, monitor progress, and evaluate outcomes. **TAT teams are multidisciplinary and work with the teachers to monitor progress. Special education teachers work closely with general education teachers and paraprofessionals to implement and monitor programming.**

Mental Health Resources

To obtain mental health services or a referral to a mental health service provider, families should contact their primary care clinic, physician or insurance provider. Below is a list of additional mental health resources.

- [Children's Mental Health Division of the Minnesota Department of Human Services \(DHS\)](#); administers policy and practice to ensure effective and accessible mental health services and supports for children and families in Minnesota. The division works together with many public and private partners across the state so that children and youth with mental health needs can develop and function as fully as possible in all areas

of their lives. DHS is committed to making sure the right services are available at the right time for children with mental health needs and their families.

- Children’s Mental Health Crisis Response Services (CRS)
 - Crisis Text Line offers free help for those who are having a mental health crisis or are contemplating suicide. Services are available 24/7 across Minnesota. Text “MN” to 741741.
 - Call **CRISIS (**274747) from a cell phone to talk to a team of professionals who can help you.

NAMI Minnesota provides support by helping people connect with needed resources and information. An extensive list of resources was gathered to make it easier for people to locate possible sources of help as they navigate through various systems that interface with mental health. You can find that list on the [NAMI Information and Resources web page](#).

MAS provides school linked mental health delivered by Certified Mental Health Professionals.

MAS provides school linked mental health & CTSS delivered by Certified Mental Health Practitioners

The district employs three full time Licensed School Counselors

The district participates in regularly scheduled County Child Protection meetings.

Staff Training on De-Escalation

The school ensures that staff are trained to identify and appropriately address the needs of all students. Staff who may respond to emergencies are specifically trained in the following skills and knowledge areas:

1. positive behavioral 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 child'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;
12. schoolwide programs on positive behavior strategies.

Minnewaska Area School staff who use restrictive procedures, including paraprofessionals, received training in the skills listed above (#1-12) through CPI training paired with supplemental training components. In addition, some staff have been trained in UKERU Trauma Informed Care and Zones of Regulation.

Training records will identify the content of the training, attendees and training dates. Minnewaska Area School will retain all CPI training and attendance records. These records will be maintained and housed with our district CPI trainers.

Monitoring the Use of Restrictive Procedures:

The school will monitor and review the use of restrictive procedures by:

The staff who implements or oversees the restrictive procedure shall inform the administration of any use of a restrictive procedure as soon as possible and complete the “Use of Restrictive Procedures: Physical Hold/Seclusion” form no later than the next working day. (Forms can be found in Appendix A)

- Conducting post-use debriefings following the use of a restrictive procedure.

Teams will hold a meeting and complete the “Staff Debriefing Meeting” form within 48 hours of a hold. (Forms can be found in Appendix A)
- Convening an oversight committee to review the use of restrictive procedures each quarter (**November, January, March, May**). The oversight committee will identify and address 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 schoolwide 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 situations;

- o the need for additional staff training;
- o proposed actions to minimize the use of restrictive procedures;
- o any disproportionate use of restrictive procedures based on race, gender, or disability status;
- o the role of the school resource officer or police in emergencies and the use of restrictive procedures; and
- o documentation to determine if the standards for using restrictive procedures as described Minnesota Statutes 125A.0941 and 125A.0942 have been met.

A copy of the Oversight Committee Quarterly Report Form can be found in Appendix B

- The oversight committee includes the below members, which are updated annually:

2024-25 Elementary:

- o **Abbie Hatelstad**, Mental Health Professional
- o **Alicia Christman**, expert in positive behavior strategies/SpEd Teacher
- o **Sue Currens**, Special Education Coordinator
- o **Sarah Suchy**, Principal

2024-25 Middle School

- o **Hannah Meagher**, school counselor
- o **Alicia Meissner**, expert in positive behavior strategies/SpEd Teacher
- o **Sue Currens**, Special Education Coordinator
- o **Blake Karas**, Principal

2024-25 High School

- o **Mary Walsh**, School Social Worker;
- o **Jared Lyle**, expert in positive behavior strategies/SpEd Teacher
- o **Sue Currens**, Special Education Coordinator
- o **Nate Meissner**, Principal

WIN Academy

- o **Leah Oeltjen**, Mental Health Professional/Director
- o **Nicole Meissner**, expert in positive behavior strategies;
- o **Susan Knutson**, Special Education Coordinator
- o **Susan Knutson**, Principal

Appendix A



Minnewaska Area Schools
25122 State Hwy 28
Glenwood MN 56334-9327

Use of Restrictive Procedures: Physical Holding

Student: SSID: Date of incident:
 School: Age: Grade:
 Birth date: Gender:

Federal setting:
 Primary disability:

A. Is the student Hispanic/Latino?

Yes No

B. What is the student's race?

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

C. Federal race

Staff must complete this form when an incident occurs that includes the use of one or more physical holds.

Staff involved

First name	Last name	Role in incident
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Person completing this form:

Name	Position	Phone
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Physical holding Was the school resource officer or a police officer involved in this restrictive procedure?

Yes No

Explain

Parent/guardian information

A school shall 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.

Name: Phone (home):

Relationship to child: Phone (work):

Address: Phone (cell):

City/State/Zip: Email:

Date

Time

Notified by

How notified



Student: SSID: Date of incident:
 School: Age: Grade:
 Birth date: Gender:

Federal setting:
 Primary disability:

A. Is the student Hispanic/Latino?

Yes No

B. What is the student's race?

American Indian or Alaska Native Asian Black or African American

Native Hawaiian or Other Pacific Islander White

C. Federal race

Staff involved

First name	Last name	Role in incident
------------	-----------	------------------

Person completing this form:

Name	Position	Phone
------	----------	-------

Seclusions Was the school resource officer or a police officer involved in this restrictive procedure?

Yes No

Explain

Parent/guardian information

A school shall 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.

Name: Phone (home):

Relationship to child: Phone (work):

Address: Phone (cell):

City/State/Zip: Email:

Date

Time

Notified by

How notified



Date of incident:

Date of debriefing:

Student:

School:

Age:

Grade:

Birth date:

Directions: Following the use of a restrictive procedure, as soon as possible and in accordance with the district plan, 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 and was not involved in the incident. <https://www.revisor.mn.gov/statutes/2009/cite/125A.0942>

At the time of the incident

Was student on an IEP?

Yes No

Was IEP implemented correctly?

Yes No

Was a BIP/PBSP/BSP in place?

Yes No

Was BIP/PBSP/BSP implemented correctly?

Yes No

Description of incident

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 their routine activity

Did an injury of staff occur?

Yes No

Did an injury of student(s) occur?

Yes No

If an injury occurred, describe the injury and the action taken after the injury, follow your district procedure regarding injury to student and staff (ex: work injury hotline, building nurse consulted, hospital visit, etc.)

Was the hold the response to an emergency situation?

Yes No

Was the hold the least restrictive intervention?

Yes No

Did the hold end when the threat of harm ended?

Yes No

Is the behavior likely to reoccur?

Yes No

Describe follow-up or corrective action needed to prevent the need for future use of restrictive procedures

Behavior history

Were restrictive procedures used on 2 separate school days in 30 calendar days?

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

Name	Title

Appendix B



Restrictive Procedures Oversight Committee Agenda

Meeting Details

Date:

Time:

Location:

Meeting Roles

GROUP: MN Statute 125A.0941 requires a mental health professional, school psychologist, or school social worker; an expert in positive behavior strategies; a special education administrator; and a general education administrator to be present at this meeting.

Building Administrator	
Special Ed Coordinator	
Special Education	
Mental Health Professional	

Purpose

To ensure restrictive procedure practices are in alignment with Minnesota State Statute and that our approach to and use of restrictive procedures is appropriately developed and designed for the unique needs of our students. Staff will bring forth ideas and strategies to decrease restrictive procedures for students at their sites.

Meeting Protocols

- Participate and practice active listening
- Be open and curious
- Equity of voice

Important References

[Minnesota Statutes, section 125A.0941 \(Definitions\)](#)

[Minnesota Statutes, section 125A.0942 \(Standards for Restrictive Procedures\)](#)

[Minnesota Department of Education Restrictive Procedures Homepage](#)

District Restrictive Procedure Plan –

Agenda

Agenda Items	Outcomes	Decision point (Yes/No)	Decisions and action steps	Alignment with District Priorities (example: Racial Equity Impact Analysis)
Welcome & Check-in	Team will be welcomed, check in with one another, and review our purpose.		Members Present (Name/Role): <ul style="list-style-type: none"> • [] • [] 	
Site/Program/Individual Student Data Review and Discussion	Teams will review site-specific restrict procedures data		<i>Trends:</i> <ul style="list-style-type: none"> • Type of hold: • Time of day: • Day of week: • Duration: • Individuals Involved: • Injuries: • Used in nonemergency? • Debrief Data: • Gender: • Ethnicity/Race: • Disproportionality: • Seclusion: • SRO involvement: • Other Factors (e.g. disability, trauma) 	
District Data Review and Discussion	Teams will review district-level		<i>Trends:</i> <ul style="list-style-type: none"> • Type of hold: • Time of day: 	

Agenda Items	Outcomes	Decision point (Yes/No)	Decisions and action steps	Alignment with District Priorities (example: Racial Equity Impact Analysis)
	restrictive procedures data		<ul style="list-style-type: none"> • Day of week: • Duration: • Individuals Involved: • Injuries: • Used in nonemergency? • Debrief Data: • Gender: • Ethnicity/Race: • Disproportionality: • Seclusion: • SRO involvement: • Other Factors (e.g. disability, trauma) 	
Discussion about data	Discuss the need for additional staff training and proposed actions to minimize the use of restrictive procedures.		<p><i>Training Needs:</i></p> <p>District:</p> <p>Site 1:</p> <p>Site 2:</p> <p>Site 3:</p> <p>Add more...</p>	
Group generated topics	Discuss progress towards previous goals, action items,		<ul style="list-style-type: none"> • [] • [] • [] 	

Agenda Items	Outcomes	Decision point (Yes/No)	Decisions and action steps	Alignment with District Priorities (example: Racial Equity Impact Analysis)
	and other topics as needed.			
Action Items/Next Steps				