

Parnassus Preparatory School Restrictive Procedures Plan

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

Law	Parnassus Preparatory School Restrictive Procedures Plan
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 https://parnassusprep.com/ or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities. For more information contact Principal Omberg, Special Education Director, at omberg@parnassusprep.com or 763-496-1416.
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)	<p>I. Parnassus Preparatory School intends to use the following restrictive procedures:</p> <ul style="list-style-type: none"> • CPI Children's Control Position • CPI Team Control Positions • CPI Transport Positions • CPI Interim Control Positions

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Definition found at Minnesota Statutes, section 125A.0941(c)	<p>A. Physical holding:</p> <ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 2. The term physical holding does not mean physical contact that: <ol style="list-style-type: none"> 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. Parnassus Preparatory School intends to use the following types of physical holding: <ol style="list-style-type: none"> a) CPI Children's Control Position b) CPI Team Control Position c) CPI Transport Position d) CPI Interim Control Position
Definition found at Minnesota Statutes, section 125A.0941(g)	<p>B. Seclusion</p> <ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.
	<ol style="list-style-type: none"> 4. Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.

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Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(i)	<p>5. Attached, as Appendix A, is written notice from local authorities that the rooms and the locking mechanisms comply with applicable building, fire, and safety codes, for each room ABC School uses as a room for seclusion.</p> <p>Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs. No attachment will be included in Appendix A.</p>
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(ii)	<p>6. All rooms Parnassus Preparatory School uses as rooms for seclusion have been registered with the Minnesota Department of Education.</p> <p>Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.</p>
Requirements found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)	<p>7. No room is used as seclusion.</p> <p>Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.</p>
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(i) ²	<p>a) Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.</p>
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(ii) ³	<p>b) Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.</p>
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iii) ⁴	<p>c) Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.</p>

² Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(i) requires the room to be at least six feet by five feet.

³ Minnesota Statutes, section 125A.0942, Subd. 3(a)(6)(ii) requires the room to be well lit, well ventilated, adequately heated, and clean.

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.

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Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iv) ⁵	d) Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(v) ⁶	e) Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(vi) ⁷	f) Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)	II. Parnassus Preparatory School 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.

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.

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.

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.

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<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)</p> <p>Encouragement found at Minnesota Statutes, section 125A.0942, Subdivision 6⁸</p>	<p>B. Parnassus Preparatory School implements the following positive behavior strategies:</p> <ol style="list-style-type: none"> 1. Alternatives to restrictive behaviors, including techniques to identify events and environmental factors that may escalate behaviors. 2. Communicative intent of behaviors. 3. Counseling sessions. 4. De-escalation methods. 5. Positive Behavior Interventions. 6. Relationship building.
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)</p>	<p>C. Parnassus Preparatory School provides the following links to mental health services:</p> <ol style="list-style-type: none"> 1. Minnesota Department of Human Services: Children’s Mental Health https://mn.gov/dhs/partners-and-providers/program-overviews/childrens-mental-health/ 2. Minnesota Association for Children’s Mental Health https://www.macmh.org/

⁸ Minnesota Statutes, section 125A.0942, Subd, 6 encourages school districts to establish effective school-wide systems of positive behavior interventions and supports.

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<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(3); <i>See also</i>, Minnesota Statutes, section 122A.09, Subdivision 4(k) and Minnesota Rule 8710.0300</p>	<p>III. Parnassus Preparatory School will provide training on de-escalation techniques.</p> <p>A. Parnassus Preparatory School provides the following training on using positive behavior interventions:</p> <ol style="list-style-type: none"> 1. CPI Training: Non-Violent Crisis Intervention Training, De-escalation Strategies 2. In-service on providing educational and emotional support to struggling students: lead by the Special Education Director, CPI Trainer and School Psychologist 3. Rtl: bi-weekly meetings are held for School of Grammar and Schools of Logic and Rhetoric to identify struggling students with academic, behavioral, and social/emotional needs. Strategies are shared with staff to implement in their classrooms. <p>B. Parnassus Preparatory School 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.</p> <ol style="list-style-type: none"> 1. Rtl: bi-weekly meetings are held for School of Grammar and Schools of Logic and Rhetoric to identify struggling students with academic, behavioral, and social/emotional needs. Strategies are shared with staff to implement in their classrooms. 2. In-service on providing educational and emotional support to struggling students: lead by the Special Education Director, CPI Trainer and School Psychologist. 3. Copies of students’ Accommodations and Modifications are provided to general education staff who are serving students. 4. Full staff meetings with general education and the Special Education Directory on implementing accommodations, modifications, adapting curricula, materials and instructional strategies.
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)</p>	<p>IV. Parnassus Preparatory School will monitor and review the use of restrictive procedures in the following manner:</p>

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Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(5)	<p>A. Documentation:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
	<ol style="list-style-type: none"> 2. Attached, as Appendix B, is Parnassus Preparatory School'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)	<p>B. Post-use debriefings, consistent with documentation requirements:</p> <ol style="list-style-type: none"> 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 Principal Omberg, Special Educatin Director within 24 hours after the incident concludes.
	<ol style="list-style-type: none"> 2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately: <ol style="list-style-type: none"> a) Determine whether the physical holding or seclusion was used in an emergency.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a) ⁹	

⁹ Minnesota Statutes, section 125A.0942, Subd. 3(a) requires that restrictive procedures only be used in response to behavior that constitutes an emergency.

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Requirement found at Minnesota Statutes, section 125A.0942, Subdivision. 3(a)(1) ¹⁰	b) Determine whether the physical hold 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	c) Determine 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	d) Determine 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	e) Determine 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	f) Determine whether the documentation was completed correctly.

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.

¹¹ Minn. Stat. § 125A.0942, Subd. 3(a)(2) requires physical holding or seclusion NOT be used to discipline a noncompliant child.

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.

¹³ Minn. Stat. § 125A.0942, Subd. 3(a)(4) requires staff to directly observe the child while physical holding or seclusion is being used.

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.

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Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(b) ¹⁵ and Minn. § 125A.0942, Subdivision 2(f) ¹⁶	g) Ensure the parents were properly notified.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(c) ¹⁷	h) Determine whether an IEP team meeting needs to be scheduled.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(a) ¹⁸	i) Determine whether the appropriate staff used physical holding or seclusion.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 5	j) <i>Determine whether the staff that used physical holding or seclusion was appropriately trained.</i>

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.

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.

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.

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.

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	<p>3. If the post-use debriefing determines the physical holding or seclusion was not used appropriately, Parnassus Preparatory School will ensure immediate corrective action is taken, such as contacting parents and other necessary school staff to conduct a meeting to review the findings. The Special Education Director will provide training and/or in-service of corrective methods related to the inappropriate use of holds that were identified in the post-use debriefing meeting.</p>
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(b)¹⁹</p>	<p>C. Oversight committee</p> <p>1. Parnassus Preparatory School publicly identifies the following oversight committee members</p> <ul style="list-style-type: none"> a) Principal Omberg, Special Education Director; b) Principal Hamiel, School of Rhetoric; c) Ms. Stafford, Special Education Coordinator; d) Mr. Keil, Special Education Teacher; e) Mr. Radeke, Student Behavior Specialist
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(4)(ii)²⁰</p>	<p>2. Parnassus Preparatory School's oversight committee meets quarterly on the first Thursday of every third month.</p>

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.

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.

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Requirement found at Minn. Stat. § 125A.0942, Subdivision (1)(a)(4)(ii)	<p>3. Parnassus Preparatory School's oversight committee will review the following:</p> <ul style="list-style-type: none"> 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	<p>V. Parnassus Preparatory School staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:</p> <p>A. Positive behavioral interventions</p> <ul style="list-style-type: none"> 1. CPI Training: Crisis Development Model 2. CPI Training: Verbal Intervention <p>B. Communicative intent of behaviors</p> <ul style="list-style-type: none"> 1. CPI Training: Crisis Development Model 2. CPI Training: Nonverbal Behavior 3. CPI Training: Proxemics and Kinesics 4. CPI Training: Paraverbal Communication 5. CPI Training: Verbal Escalation Continuum
	<p>C. Relationship building</p> <ul style="list-style-type: none"> 1. CPI Training: Crisis Development Model 2. CPI Training: Nonverbal Behavior 3. CPI Training: Paraverbal Communication 4. CPI Training: Precipitating Factors, Rational Detachment

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	<p>D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior</p> <ol style="list-style-type: none"> 1. CPI Training: Crisis Development Model 2. CPI Training: Nonverbal Behavior 3. CPI Training: Paraverbal Communication 4. CPI Training: Precipitating Factors, Rational Detachment
	<p>E. De-Escalation methods</p> <ol style="list-style-type: none"> 1. CPI Training: Crisis Development Model 2. CPI Training: Postvention
	<p>F. Standards for using restrictive procedures only in an emergency</p> <ol style="list-style-type: none"> 1. CPI Training: Personal Safety Techniques 2. CPI Training: Non-violent Crisis Intervention and Team Intervention
	<p>G. Obtaining emergency medical assistance</p> <ol style="list-style-type: none"> 1. Parnassus Preparatory School process for contacting Emergency Medical Assistance
	<p>H. The physiological and psychological impact of physical holding and seclusion</p> <ol style="list-style-type: none"> 1. CPI Training: Non-violent Crisis Intervention and Team Intervention 2. CPI Training: Postvention
	<p>I. Monitoring and responding to a child's physical signs of distress when physical holding is being used</p> <ol style="list-style-type: none"> 1. CPI Training: Non-violent Crisis Intervention and Team Intervention 2. CPI Training: Postvention
	<p>J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used</p> <ol style="list-style-type: none"> 1. CPI Training: Non-violent Crisis Intervention and Team Intervention

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	<p>K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and</p> <ol style="list-style-type: none"> 1. Post-use debriefing meetings 2. Parnassus Preparatory School Restrictive Procedures Oversight Committee
	<p>L. Schoolwide programs on positive behavior strategies: Interventions and strategies to improve the school environment and teach children the skills to behave appropriately</p> <ol style="list-style-type: none"> 1. Parnassus Pillars of Character 2. School of Grammar: Bucket Filler
<p>Prohibitions found at Minn. Stat. § 125A.0942, Subdivision 4(1-9)</p>	<p>VI. Parnassus Preparatory School will never use the following prohibited procedures on a child:</p> <ol style="list-style-type: none"> 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.

Appendix A: Seclusion

Parnassus Preparatory School does not intend to use seclusion as a standard practice in any of their programs.

Appendix B: Documentation of Restrictive Procedures

 <p>Parnassus Preparatory School 11201 96th Ave. N Maple Grove MN 55369 Tel 763-496-1416</p>	<p>Use of Restrictive Procedures: Physical Holding</p>
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Student: Student Parnassus ID: 0000000004199 Date: _____
 School: Parnassus Preparatory School Grade: 12 DOB: 07/19/2000
 Gender: Female Primary Disability: 07:Specific learning disabilities Setting: 01

Directions: The staff person who implemented or oversaw a physical hold must complete this form each time a physical hold is utilized.

Staff involved:

Person completing this form:	Position:	Phone:

EMERGENCY

Was physical holding used to protect student or others from physical injury? Yes No

Description of the emergency situation:

Description of the incident that led to physical holding:

PHYSICAL HOLDING

Description of the physical holding and a brief description of the student's behavioral and physical status:

Was physical holding the least intrusive intervention to effectively respond to the emergency?

Yes No

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

Did the physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity:

Yes No

Explain:

Did staff directly observe the child during the physical hold:

Yes No

Explain:

Did staff sustain an injury as a result of the physical holding:

Yes No

Did the student sustain an injury as a result of the physical holding:

Yes No

Procedure	Start Time	End Time	Total Time
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REMOVAL FROM SCHOOL

Was the student removed from school by a police officer at the request of school personnel:



Yes No

PARENT NOTIFICATION

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

Parent: Poppa Parnassus
 Momma Parnassus

Date: Time:

Notified by:
How notified: