



## **TWIN CITIES GERMAN IMMERSION SCHOOL**

### **RESTRICTIVE PROCEDURES PLAN**

In accordance with Minn. Stat. §§ 125A.094 and 125A.0942, every school district is required to develop and make publicly accessible in an electronic format on a school or district website or make a paper copy available upon request a plan that discloses its use of restrictive procedures with special education students. The plan must list the restrictive procedures that the school district intends to use; describe how the school district will implement a range of positive behavior strategies and provide links to mental health services, describe how the school district will monitor and review the use of restrictive procedures, including post-use debriefings and convening an oversight committee to undertake a quarterly review of 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 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, the need for additional staff training, and proposed actions to minimize the use of restrictive procedures; and includes a written description and documentation of the training any staff members who will be using restrictive procedures have completed to show they have the skills set out in Minn. Stat. § 125A.0942, subd. 5.

### **RESTRICTIVE PROCEDURES**

Twin Cities German Immersion School uses restrictive procedures only in emergency situations. “Emergency” means a situation where immediate intervention is needed to protect the student or other individuals 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. Restrictive procedures must not be used to punish or otherwise discipline a child.

#### *Restrictive Procedures Used*

The restrictive procedure that Twin Cities German Immersion School staff may use in an emergency situation is physical holding. Physical holding is a physical intervention intended to hold a student immobile or limit a student’s movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a student in order to protect a student or other individual from physical injury. The physical holding

must: (1) be the least intrusive intervention that effectively responds to the emergency; (2) not be used to discipline a noncompliant student; (3) end when the threat of harm ends and the staff determines the child can safely return to the classroom or activity; (4) be observed directly by additional staff while the physical holding is being used; and (5) be documented as soon as possible after the incident concludes by the person who implemented the physical hold or oversaw the hold.

### Restrictive Procedures Not Used

Twin Cities German Immersion School does not use the restrictive procedures of:

1. Seclusion: confining a student alone in a room from which egress is barred, including by an adult locking or closing the door in the room or preventing the student from leaving the room. Removing a student from an activity to a location where the student cannot participate in or observe the activity is not seclusion if the student is not confined alone in a room from which egress is barred.
2. Mechanical Restraint: Physical holding does not include the application of mechanical restraints for bus transportation, sensory needs, or medical needs as these procedures are documented in the student's Individual Family Service Plan (IFSP) or Individual Education Program (IEP).

### **How Twin Cities German Immersion School will Implement a Range of Positive Behavior Strategies and Links to Available Mental Health Services**

Twin Cities German Immersion School will only use physical holds in emergency situations. Twin Cities German Immersion School staff will implement a range of positive behavior strategies as a proactive approach to teaching positive behavior skills to students, thereby reducing students exhibiting challenging behaviors and the need for the use of physical holds. These positive behavior strategies include redirection, correction, staff escort to breakout space, allow student to go to safe place to relax/regroup, planned ignoring, conflict mediation, verbal de-escalation, process with staff, exit other peers, offer alternative activities, offer sensory tools, social stories, staff hand off, proximity control.

To obtain service or a referral to a service provider, the family should contact their primary care clinic, physician, or insurance provider. Set out below are links to mental health resources:

- Hennepin County Children's Mental Health Collaborative: <https://hccmhc.com/>
- Department of Human Services MN Children's Mental Health: <https://mn.gov/dhs/people-we-serve/people-with-disabilities/health-care/childrens-mental-health>
- National Alliance on Mental Illness (NAMI) Minnesota: <https://namimn.org/>
- Mental Health Resources Inc. <https://www.mhresources.org>
- Prairie Care (free needs assessment): <https://prairie-care.com/>

## **How Twin Cities German Immersion School will monitor and review the use of restrictive procedures by Twin Cities German Immersion School staff**

Who may use restrictive procedures - Restrictive procedures may be used in emergency situations only by the following staff who have been properly trained in the skills and knowledge areas described in Minn. Stat. § 125A.0942, subd. 5, which are set out subsequently in this plan: licensed special education teachers, school principal, other licensed education professionals, paraprofessionals, and behavior specialists as described in Minn. Stat. § 120B.363, and mental health professionals covered by Minn. Stat. § 245.4871, subd. 27.

### *Reasonable Force*

According to Minn. Stat. §121A.582 (Attachment A), a teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or to prevent bodily harm or death to the student or to another. A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or to prevent bodily harm or death to the student or to another.

### **Procedures to follow if a restrictive procedure is used**

1. Parent Notification: School staff shall make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the student, or if the school is unable to provide same-day notice, notice is sent to the parent by written or electronic means within two days of the procedure being used or as otherwise indicated in the student's IEP. (See Parent Notice form in Attachment B.)
2. Reporting the Use of Restrictive Procedure: Either the staff person who implements or the staff person who oversees the use of a restrictive procedure shall inform the administration of the use of the restrictive procedure as soon as possible and shall complete the restrictive procedures report form no later than the next working day. (See reporting form in Attachment B.) The restrictive procedures report form must include: a. a description of the incident that led to the use of the restrictive procedure; b. state why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; c. state the time the restrictive procedure began and the time the student was released from the hold; and d. give a brief record of the student's behavioral and physical status during and after the use of the restrictive procedure.
3. Staff Debriefing after Use of Restrictive Procedure: The building administrator or his/her designee and the staff

involved in the use of the restrictive procedure are expected to debrief after every use of a restrictive procedure. This debriefing could include completing and discussing the restrictive procedures reporting form. This debriefing should include discussing and completing the Staff Debriefing form. (Attachment C)

4. Including Plan for Use of a Restrictive Procedure in Student's IEP: A student's IEP team may include a plan for using a restrictive procedure in the student's IEP but may only use the restrictive procedure in situations that constitute an emergency. If a plan is included in the student's IEP, the IEP must also indicate how the parent wants to be notified when a restrictive procedure is used. The district must review use of restrictive procedures at a student's annual IEP meeting when the student's IEP provides for using restrictive procedures in an emergency.

5. Use of Restrictive Procedures on Two School Days in 30 Calendar Days: If restrictive procedures are used on two separate school days within 30 calendar days or if a pattern of use of the restrictive procedure emerges and the student's IEP or behavior intervention plan does not provide for using restrictive procedures in an emergency; the district must hold an IEP meeting within ten calendar days after district staff use the restrictive procedures on the second day. This meeting can also be requested by the parent or the district after restrictive procedures have been used. At this meeting the team must: a. review the student's Functional Behavior Assessment (FBA); b. review other data connected to the behavior(s) that prompted the use of the restrictive procedure; c. consider developing additional or revised positive behavioral interventions and supports; d. consider actions that could be taken to reduce the use of restrictive procedures; e. consider developing a Behavior Intervention Plan (BIP) or modifying an existing BIP or consider other revisions to the student's IEP; f. review any known medical or psychological limitations, including any medical information the parent provided voluntarily, that contraindicate the use of a restrictive procedure; and g. consider whether to prohibit a restrictive procedure and, if so, document any prohibition in the student's IEP. 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 10 or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the student; 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 student.

6. Oversight Committee: At least quarterly, the District will convene an oversight committee which will include the following individuals: A mental health professional, school psychologist or social worker, an expert in positive behavior strategies, a special education administrator and a general education administrator. This oversight committee will review the aggregate data on the use of restrictive procedures in the District looking: for 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; at the number of times a restrictive procedure is used school wide and for individual students; at the number and types of injuries, if any,

resulting from the use of restrictive procedures; at whether restrictive procedures are used in non-emergency situations; at whether additional staff training on behavior interventions and restrictive procedures is needed; and at proposed actions to minimize the use of restrictive procedures.

### **Description of Staff Training**

Staff members who use restrictive procedures shall complete training in the following skills and knowledge areas: 1. positive behavior 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 student'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; and 12. school wide programs on positive behavior strategies. The District will keep a list of the trainings offered in the District each year to staff to meet the twelve skill and knowledge areas described above. The District will also keep documentation of the staff members who attend those trainings.

### **Prohibited Procedures**

District staff members are prohibited from using the following actions or procedures: 1. engaging in corporal punishment which is defined by Minnesota statute to be conducted 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 student to assume and maintain a specified physical position, activity, or posture that induces physical pain; 3. totally or partially restricting a student'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 student's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the student's functioning, except when the temporary removal of the equipment or device is needed to prevent injury to the student or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible; 6. interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse as those terms are defined in Minn. Stat. § 626.556; 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 restraints. Nothing in this plan precludes the use of reasonable force as allowed under Minn. Stat. §§ 121A.582, 609.06, subd. 1, and 609.379 (these laws are set out in Attachment A).

## ATTACHMENT A

### **121A.582 STUDENT DISCIPLINE; REASONABLE FORCE.**

#### *Subdivision 1. Reasonable force standard.*

(a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or to another.

(b) A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or to another.

(c) Paragraphs (a) and (b) do not authorize conduct prohibited under section 125A.0942.

#### *Subd. 2. Civil liability.*

(a) A teacher or school principal who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (a), has a defense against a civil action for damages under section 123B.25.

(b) A school employee, bus driver, or other agent of a district who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (b), has a defense against a civil action for damages under section 123B.25.

#### *Subd. 3. Criminal prosecution.*

(a) A teacher or school principal who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (a), has a defense against a criminal prosecution under section 609.06, subdivision 1.

(b) A school employee, bus driver, or other agent of a district who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (b), has a defense against a criminal prosecution under section 609.06, subdivision 1.

### **609.06 AUTHORIZED USE OF FORCE.**

#### *Subdivision 1. When authorized.*

Except as otherwise provided in subdivision 2, reasonable force may be used upon or toward the person of another without the other's consent when the following circumstances exist or the actor reasonably believes them to exist: (1) when used by a public officer or one assisting a public officer under the public officer's direction: (a) in effecting a lawful arrest; or (b) in the execution of legal process; or (c) in enforcing an order of the court; or (d) in executing any other duty imposed upon the public officer by law; or (2) when used by a person not a public officer in arresting another in the cases and in the manner provided by law and delivering the other to an officer competent to receive the other into custody; or (3) when used by any person in resisting or aiding another to resist an offense against the person; or (4) when used by any person in lawful possession of real or personal property, or by another assisting the person in lawful possession, in resisting a trespass upon or other unlawful interference with such property; or (5) when used by any person to prevent the escape, or to retake following the escape, of a person lawfully held on a charge or conviction of a crime; or (6) when used by a parent, guardian or other lawful custodian of a child, in the exercise of lawful authority, to restrain or correct such child; or (7) when used by a teacher, school principal, school employee or, school bus driver, or other agent of a district in the exercise of lawful authority, to restrain a child or pupil to prevent bodily harm or death to the child, pupil, or another; or (8) when used by a common carrier in expelling a passenger who refuses to obey a lawful requirement for the conduct of passengers and reasonable care is exercised with regard to the passenger's personal safety; or (9) when used to restrain a person with a mental illness or a person with a developmental disability from self-injury or injury to another or when used by one with authority to do so to compel compliance with reasonable requirements for the person's control, conduct, or

treatment; or (10) when used by a public or private institution providing custody or treatment against one lawfully committed to it to compel compliance with reasonable requirements for the control, conduct, or treatment of the committed person.

*Subd. 2. Deadly force used against peace officers.*

Deadly force may not be used against peace officers who have announced their presence and are performing official duties at a location where a person is committing a crime or an act that would be a crime if committed by an adult.

**609.379 PERMITTED ACTIONS.**

*Subdivision 1. Reasonable force.*

(a) Reasonable force may be used upon or toward the person of a child without the child's consent when the following circumstance exists or the actor reasonably believes it to exist:

(1) when used by a parent, legal guardian, or other caretaker of a child, in the exercise of lawful authority, to restrain or correct the child; or

(2) when used by a teacher, school principal, school employee, school bus driver, other agent of a district, or other member of the instructional, support, or supervisory staff of a public or nonpublic school upon or toward a child or pupil when necessary to restrain the child or pupil to prevent bodily harm or death to the child, pupil, or another.

(b) Nothing in this section limits any other authorization to use reasonable force including but not limited to authorizations under sections 121A.582, subdivision 1, and 609.06, subdivision 1.

*Subd. 2. Applicability.*

This section applies to sections 260B.425, 260C.425, 609.255, 609.376, 609.378, and 626.556.





## ATTACHMENT C

### Twin Cities German Immersion School Restrictive Procedures Reporting Form and Notice to Parents

		Use of Restrictive Procedures: Physical Holding	
Student: <b>Test1 Uptick</b>	SSID: <b>11112223333</b>	Date of incident: <b>05/23/2024</b>	
School: <b>[REDACTED]</b>	Age: <b>10</b>	Grade: <b>05</b>	
Birth date: <b>12/28/2013</b>	Gender: <b>Male</b>		
Federal setting: Primary disability: <b>10 : 10-Other Health Disabilities</b>			
A. Is the student Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No			
B. What is the student's race? <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White			
C. Federal race			
Staff must complete this form when an incident occurs that includes the use of one or more physical holds.			
<b>Staff involved</b>			
First name	Last name	Role in incident	
<b>Tessa</b>	<b>Teacher</b>	<b>Person implementing physical restraint</b>	
<b>Patty</b>	<b>Paraprofessional</b>	<b>Observer</b>	
Person completing this form:			
Name	Position	Phone	
<b>Tessa Teacher</b>	<b>Special Education Teacher</b>	<b>651-867-5301</b>	
<b>Physical holding</b>			
Procedure	Start time	End time	Total time
<b>Child Control Hold</b>	<b>01:56:41 PM</b>	<b>01:58:18 PM</b>	<b>1 minute 37 seconds</b>
Was physical holding used to protect student or others from physical injury? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Explain			
xxx ...			
Description of the incident that led to this physical holding			
xxx ...			
Description of the physical holding and a brief description of the student's behavioral and physical status			
xxx ...			
Did this physical hold result in the student being placed in face down position? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Explain			
Did any of these prohibited activities occur			
<ol style="list-style-type: none"> <li>1. engaging in conduct prohibited under section 121A.58;</li> <li>2. requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;</li> <li>3. totally or partially restricting a child's senses as punishment;</li> <li>4. presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;</li> </ol>			

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 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;

6. interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under chapter 260E;

7. withholding regularly scheduled meals or water;

8. denying access to bathroom facilities;

9. 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; and

10. prone restraint.

Yes  No  
Explain

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 (What less restrictive intervention was tried?)

xxx ...

Did this 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 this physical hold?  
 Yes  No

Explain

**Patty Paraprofessional observed Test1 Uptick during the xxx hold.**

Did staff sustain an injury as a result of this physical holding?  
 Yes  No

Explain

Did the student sustain an injury as a result of this physical holding?  
 Yes  No

Explain




---

Was the school resource officer or a police officer involved in this restrictive procedure?  
 Yes  No

Explain

# ATTACHMENT D

## Staff Debriefing Form

		<b>Staff debriefing meeting: Physical holding</b>
Date of incident: <b>05/23/2024</b>	Date of debriefing: <b>05/24/2024</b>	
Student: <b>Test1 Uptick</b>		
School: 	Age: <b>10</b>	Grade: <b>05</b> Birth date: <b>12/28/2013</b>
<p>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. <a href="https://www.revisor.mn.gov/statutes/2009/cite/125A.0942">https://www.revisor.mn.gov/statutes/2009/cite/125A.0942</a></p>		
<b>At the time of the incident</b>		
Was student on an IEP?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Was IEP implemented correctly?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Was a BIP/PBSP/BSP in place?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Was BIP/PBSP/BSP implemented correctly?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Description of incident</b>		
Identify the antecedents, triggers, and proactive interventions used prior to escalation		
Xxx ...		
Briefly describe the impact of these less restrictive interventions		
Xxx ...		
What behavior necessitated the use of a restrictive procedure?		
Xxx ...		
Describe student and staff behavior during the incident		
Xxx ...		
What actions helped or didn't help?		
Xxx...		
Describe the procedure used to return the student to their routine activity		
Xxx ...		
Did an injury of staff occur?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Did an injury of student(s) occur?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Was the hold the least restrictive intervention?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Did the hold end when the threat of harm ended?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Is the behavior likely to reoccur?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Describe follow-up or corrective action needed to prevent the need for future use of restrictive procedures		
<b>Test1 Uptick's IEP team with convene to review their Behavior Plan and ...</b>		

**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

**Ellen Grossman**

Name	Title
Tessa Teacher	Special Education Teacher
Betty Behavior	BCBA