

**Use of Restrictive Procedures 2013-2014  
District Summary Data**

***Please complete and submit this form electronically – do not submit a scanned copy.***

For questions about filling out this form, please contact Ross Oden in the Division of Compliance and Assistance, ross.oden@state.mn.us or 651-582-8450.

District Name: \_\_\_\_\_ District #: \_\_\_\_\_

District Contact: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

\_\_\_\_\_ Total number of special education students served by the district.

\_\_\_\_\_ Total number of incidents of restrictive procedures (includes physical holding, prone restraint, and seclusion).

\_\_\_\_\_ Total number of special education students upon whom a restrictive procedure was used.

\_\_\_\_\_ Total number of special education students upon whom restrictive procedures were used 10 or more school days during the school year.

**Physical Holding**

\_\_\_\_\_ Total number of incidents<sup>1</sup> of physical holding (includes prone restraint). Use of force covered by Minnesota Statute, section 121A.582 (“reasonable force”) must be documented and reported when the actions meet the definition of “physical holding” under Minnesota Statute, section 125A.0941(c).

**Seclusion**

\_\_\_\_\_ Total number of incidents of seclusion.

**Training Needs**

Please describe any areas of training related to the reduction of restrictive procedures that would be potentially beneficial to your district.

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<sup>1</sup> An “incident” of restraint means physically holding to limit movement, then releasing the hold. See MDE, A Report of Districts’ Progress in Reducing the Use of Restrictive Procedures in Minnesota Schools, p. 8 (Feb. 28, 2014).

**Demographics**

**Physical Holding**

In each category, provide the number of special education students upon whom physical holding was used.

<b>Disability</b>	<b>Age</b>	<b>Race</b>	<b>Gender</b>	<b>Injuries</b>
___ Autism Spectrum Disorder	___ 0-5	___ Amer. Indian	___ Male	___ Staff
___ Deaf and Blind	___ 6-10	___ Asian	___ Female	___ Student
___ Deaf and Hard of Hearing	___ 11-15	___ Black		
___ Developmental Cognitive Disability	___ 16-21	___ Hispanic		
___ Developmental Delay - Ages 3-6		___ White		
___ Developmental Delay - Birth-2		___ Other		
___ Emotional/Behavioral Disabilities				
___ Other Health Disabilities				
___ Physically Impaired				
___ Severely Multiply Impaired				
___ Specific Learning Disability				
___ Speech Language Impairment				
___ Traumatic Brain Injury				

**Seclusion**

In each category, provide the number of special education students upon whom seclusion was used.

<b>Disability</b>	<b>Age</b>	<b>Race</b>	<b>Gender</b>	<b>Injuries</b>
___ Autism Spectrum Disorder	___ 0-5	___ Amer. Indian	___ Male	___ Staff
___ Deaf and Blind	___ 6-10	___ Asian	___ Female	___ Student
___ Deaf and Hard of Hearing	___ 11-15	___ Black		
___ Developmental Cognitive Disability	___ 16-21	___ Hispanic		
___ Developmental Delay - Ages 3-6		___ White		
___ Developmental Delay - Birth-2		___ Other		
___ Emotional/Behavioral Disabilities				
___ Other Health Disabilities				
___ Physically Impaired				
___ Severely Multiply Impaired				
___ Specific Learning Disability				
___ Speech Language Impairment				
___ Traumatic Brain Injury				