



Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0942, Subd. 1, schools that intend to use restrictive procedures shall maintain and make publicly accessible a restrictive procedures plan for children. The plan specifically outlines restrictive procedures the school intends to use; how the school will implement a range of positive behavior strategies and provide links to mental health services; how the district will provide training on de-escalation techniques; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee quarterly; and a written description and documentation of the training staff have completed.

Restrictive procedures used at North Metro Flex Academy 4243-07

- **Seclusion Rooms** are not used or onsite at North Metro Flex Academy.
- **Physical holding**

Physical holding procedures are used as the least intrusive procedure necessary to protect a child or other individual from physical injury or to prevent serious property damage in emergency situations. Staff are trained annually regarding requirements and appropriate implementation as part of evidence-based certification programs including CPI – Crisis Prevention Intervention. This evidence-based certification program not only provides training in appropriate implementation of holds but also techniques to be used in de-escalation.

 - The term physical holding does not mean physical contact that:
 - Helps a child respond or complete a task;
 - Assists a child without restricting the child’s movement;
 - Is needed to administer an authorized health-related service or procedure; or
 - Is needed to physically escort a child when the child does not resist or the child’s resistance is minimal.
 - Physical holding or seclusion may be used only in an emergency.
 - Physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;
 - Physical holding or seclusion is not used to discipline a noncompliant child;
 - Physical holding or seclusion ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;
 - Staff directly observes the child while physical holding or seclusion is being used.
 - The school district intends to use the following types of physical holding:
 - CPI’s Children’s Control Position SM
 - CPI’s Team Control Position SM
 - CPI’s Transport Position SM
 - CPI’s Interim Control Position SM

How the school will implement a range of positive behavior strategies and provide links to mental health services:

- **Positive Behavior Interventions and Supports** will be implemented when appropriate by site.
 - School psychologist, behavior interventionists and administrators are assigned to provide links to mental health services.
 - Staff will coordinate with outside service providers to ensure links to mental health services.
- **Activities**

Personnel development activities will be provided to district staff and contracted personnel who have routine contact with students and who may use restrictive procedures in the following areas:

 - Positive behavioral interventions
 - Communicative intent of behaviors
 - Relationship building
 - Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior
 - De-escalation methods
 - Standards for using restrictive procedures
 - Obtaining emergency medical assistance
 - Physiological and psychological impact of physical holding and seclusion
 - Monitoring and responding to a child's physical signs of distress when physical holding is being used
 - Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used

How the school will monitor and review the use of restrictive procedures:

- A restrictive procedure may be used in an emergency when immediate intervention is needed to protect a child or other individual from physical injury, and less intrusive or non-physical interventions would not be effective, or if a behavior intervention plan has been developed for the student and the student has failed to respond to those reinforcement techniques.
- The staff that implements or oversees the restrictive procedure shall inform the administration of any use of a restrictive procedure as soon as possible and complete the Incident Report Form no later than the next working day. This will be submitted to the program's direct supervisor.

The **Post Use Debriefing Form** will be completed by an administrator or designee within two working days of receipt of the Incident Report Form.
- Each site will maintain an ongoing record of all reported uses of restrictive procedures.
- Quarterly, each supervisor will convene an oversight committee which will consist of the assistant director /principal, lead teacher, school social worker and/or school psychologist. This oversight committee will 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. This includes the number of times a restrictive procedure is used school wide and for individual children, the number of types of injuries, if any, resulting from the use of restrictive procedures, whether restrictive procedures are used in nonemergency situations, the need for additional staff training, and proposed actions to minimize the use of restrictive procedures.

- Quarterly reports from site oversight committees will be reviewed by the district oversight committee consisting of the director of special education and the assistant director/principal for each site implementing restrictive procedures. This committee will review aggregate data, monitor site procedures and provide district training if necessary.

Documentation and Notification

- **Individual Education Plans**

The team should include a plan for using restrictive procedures in the IEP (Individual Education Plan) and BIP (Behavior Intervention Plan) but may only use the procedures in situations that constitute an emergency. The IEP and BIP must indicate how the parent wants to be notified when a restrictive procedure is used. The team is expected to debrief after every restrictive procedure and complete the Incident Report Form.

- **Parental notification**

- Parents should be notified the same day that a restrictive procedure is used. If this is not possible, there should be written or electronic notification within 2 days.
- An IEP meeting must be convened within ten calendar days when restrictive procedures are used on two separate school days within 30 calendar days or when a pattern emerges, and use of restrictive procedures in an emergency are not included in the IEP or BIP or at the request of a parent or the district after restrictive procedures are used.
- Restrictive procedures must be reviewed at a child's annual individualized education program meeting when the child's individualized education plan provides for using restrictive procedures in an emergency.
- An Incident Report Form must be completed every time a restrictive procedure is used.

Training

The following employee job classifications are authorized to use restrictive procedures:

- Licensed special education teachers
- Licensed school psychologists
- Behavior Interventionists
- Other licensed educational professionals Mental health professionals
- Teaching Partners

See training grid for detailed staff training information by program.

Find the following information in the Parent/Guardian Resources under Special Education Services on the website: <http://northmetroflex.com>