



Restrictive Procedures Plan

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 or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities.

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.

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.

Restrictive procedures may be used only in response to behavior that constitutes an emergency, even if written into a child's IEP or BIP

I. Star of the North Academy intends to use the following restrictive procedures:*

A. Physical holding:

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.
2. 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.
3. Star of the North Academy intends to use the following types of physical holding:
 - a) CPI two person control transport hold
 - b) CPI basket hold
 - c) CPI two person team control hold

B. Seclusion

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.
3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

4. Star of the North Academy DOES NOT intend to use any rooms for seclusion

II. Star of the North Academy will implement a range of positive behavior strategies and provide links to mental health services.

A. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.

B. Star of the North Academy implements the following positive behavior strategies [list below your school's positive behavior strategies. Also include a description of your school's practices and plans which establish effective school-wide systems of PBIS, i.e., If Star of the North Academy has participated in the PBIS training at MDE, attach a copy of its most recent action plan, etc.]:

1. Assemblies and morning meetings are used to teach students the core values of the school.
2. ROAR Tickets to recognize positive student behavior
3. K-5 uses Success Point system
4. Student of the Month recognizes students who display our school's core values throughout the classroom and building
5. School Counselor hosts a number of positive school culture groups for all grade levels.

C. Star of the North Academy provides the following links to mental health services [list below the websites for pertinent mental health services in your area, i.e., ABC County Mental Health.]

1. Anoka County Child and Teen Services, 763-324-4280
2. Anoka County Hope, Youth 763-323-2066
3. Anoka County Public Health 763-324-4240
4. MNSure, mnsure.org, 1-855-366-7873
5. National Suicide Prevention Line 1-800-723-8255

III. Star of the North Academy will provide training on de-escalation techniques.

A. Star of the North Academy provides the following training on using positive behavior interventions [list the trainings provided below];

1. Crisis Prevention Intervention training
2. Trainings from Behavior Analyst and other experts in behavior supports
3. Trainings to increase cultural awareness

B. Star of the North Academy 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 [list the trainings provided below].

1. Annual training from Director of Special Education
2. Training related to adapting for gifted and talented students
3. Training related to reaching students who are ELL while in the mainstream classroom
4. Training from the ELM Project

IV. Star of the North Academy will monitor and review the use of restrictive procedures in the following manner:

A. Documentation:

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:
 - 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.

2. Attached, as Appendix B, is Star of the North Academy's forms used to document the use of physical holding or seclusion. The forms provided in SpEd Forms will be used.

[Physically attach to your restrictive procedures plan a copy of your school's physical holding and seclusion forms].

B. Post-use debriefings, consistent with documentation requirements:

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 a school administrator, within 24 hours after the incident concludes.

2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately:

a) Whether the physical holding or seclusion was used in an emergency.

b) Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency.

c) Whether the physical holding or seclusion was used to discipline a noncompliant child.

d) 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.

e) Whether the staff directly observed the child while physical holding or seclusion was being used.

f) Whether the documentation was completed correctly.

g) Whether the parents were properly notified.

h) Whether an IEP team meeting needs to be scheduled.

i) Whether the appropriate staff used physical holding or seclusion.

j) Whether the staff that used physical holding or seclusion was appropriately trained.

3. If the post-use debriefing determines the physical holding or seclusion was not used appropriately, Star of the North Academy will ensure immediate corrective action is taken, such as contacting their Director of Special Education.

C. Oversight committee

1. Star of the North Academy publicly identifies the following oversight committee members *[list below the name and title of the staff who will participate on the oversight committee].*

- a) Rachel Huttle, School Counselor;
- b) Tammy Hoffmann, Special Education Teacher;
- c) Kori Ryan, Director of Special Education;
- d) Dawn Madland, Principal;

2. Star of the North Academy's oversight committee meets quarterly.

3. Star of the North Academy's oversight committee will review the following:

- 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.

V. Star of the North Academy staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:

A. Positive behavioral interventions

- 1. Crisis Prevention Intervention training
- 2. See Restrictive Procedures binder for list of CPI trained staff

B. Communicative intent of behaviors

- 1. Crisis Prevention Intervention training
- 2. See Restrictive Procedures binder for list of CPI trained staff

C. Relationship building

- 1. Crisis Prevention Intervention training
- 2. See Restrictive Procedures binder for list of CPI trained staff

D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior

- 1. Crisis Prevention Intervention training
- 2. See Restrictive Procedures binder for list of CPI trained staff

E. De-Escalation methods

- 1. Crisis Prevention Intervention training
- 2. See Restrictive Procedures binder for list of CPI trained staff

F. Standards for using restrictive procedures only in an emergency

- 1. Crisis Prevention Intervention training
- 2. See Restrictive Procedures binder for list of CPI trained staff

G. Obtaining emergency medical assistance

- 1. Crisis Prevention Intervention training
- 2. See Restrictive Procedures binder for list of CPI trained staff

H. The physiological and psychological impact of physical holding and seclusion

1. Crisis Prevention Intervention training
2. See Restrictive Procedures binder for list of CPI trained staff

I. Monitoring and responding to a child's physical signs of distress when physical holding is being used

1. Crisis Prevention Intervention training
2. See Restrictive Procedures binder for list of CPI trained staff

J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used

1. Crisis Prevention Intervention training
2. See Restrictive Procedures binder for list of CPI trained staff

K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and

1. Crisis Prevention Intervention training
2. See Restrictive Procedures binder for list of CPI trained staff

L. Schoolwide programs on positive behavior strategies

1. Crisis Prevention Intervention training
2. See Restrictive Procedures binder for list of CPI trained staff

VI. Star of the North Academy will never use the following prohibited procedures on a child:

- 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.