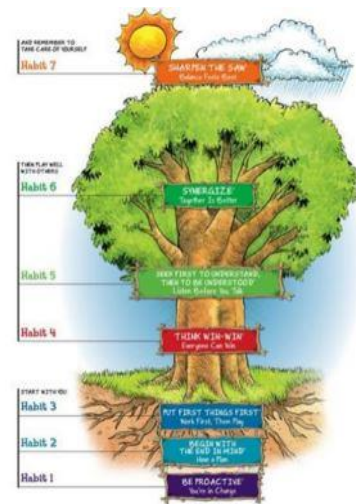


**Restrictive Procedure Plan:** In accordance with Minnesota Statute 125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training and staff that have completed the training.

STRIDE Academy, ISD 4142, uses restrictive procedures only in response to behavior(s) that constitute an emergency, even if written into a child's Individual Education Plan (IEP) or Behavior Intervention Plan (BIP).

STRIDE Academy implements a range of **positive behavior strategies** throughout the school environment. STRIDE is actively engaged in The Leader In Me and the Seven Habits of Happy Kids curriculum. Students receive daily instruction on the topics that encourage personal and schoolwide success based upon good planning, responsible actions, and positive interactions and approaches to daily tasks. In addition, the school uses a system called "Pawsitives" which allow anyone to recognize and acknowledge good behavior amongst any of our community that includes students, teachers, and other staff.



There are many providers of mental health services available in the communities that make up the STRIDE Academy catchment area. This list is a fairly comprehensive group of available children's mental health services available in the St. Cloud and surrounding area. STRIDE does not actively endorse any one program over another, although we will be glad to assist you in finding a program that is right for your child upon your request.

[Behavioral Health Clinic, Saint Cloud 320-229-4950](#)

[Caritas Mental Health Clinic, Saint Cloud 320-650-1660](#)

[Catholic Charities, Saint Cloud 320-650-1550](#)

[Center For Family Counseling, Saint Cloud 320-200-1134](#)

[Central MN Mental Health Center, Saint Cloud 320-252-5010](#)

[Child & Adolescent Mental Health, Saint Cloud 320-229-4945](#)

[Clara's House, Saint Cloud 320-203-4463](#)

[Riverwoods School, St. Cloud : 320-650-1542](#)

**Definitions** (in accordance with Minnesota Statute 125A.0941)

**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.

**Emergency** means a situation where immediate intervention is needed: to protect a child or other individual from physical injury.

Emergency does not mean circumstance 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.

**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.

The term physical holding does not mean physical contact that:

1. Helps a child respond or complete a task;
2. Assists a child without restricting the child's movement;
3. Is needed to administer an authorized health-related service or procedure; or
4. Is needed to physically escort a child when the child does not resist or the child's resistance is minimal.

**Seclusion** means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

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



Nothing in the statutes cited previously precludes the use of **Reasonable Force** under sections 121A.582; 609.06, subdivision 1; and 609.379.

Subdivision 1. 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:

- when used by a parent, legal guardian, teacher or other caretaker of a child or pupil, in the exercise of lawful authority, to restrain or correct the child or pupil; or
- when used by a teacher or other member of the instructional, support, or supervisory staff of a public or nonpublic school upon or toward a child when necessary to restrain the child from self-injury or injury to any other person or property.

## **Staff Training**

Staff who design and use behavioral interventions will complete training in the use of positive approaches as well as restrictive procedures. Training records will identify the content of the training, names of attendees and training dates. All future Nonviolent Crisis Intervention (NCI) trainings from the Crisis Prevention Institute (CPI) and all additional relevant trainings provided within the district will be recorded and maintained in the district office. A listing of the professionals that conducted the trainings will be maintained in the district office.

At STRIDE, restrictive procedures may be used by:

- Trained licensed special education teachers
- The school social workers
- The special education director/school psychologist
- The behavior liaisons
- Other trained licensed education professionals (speech pathologists, school nurses)
- Mental health professional under section 245.4871, subdivision 27, who has completed the training program under subdivision 5
- Trained paraprofessionals meeting credentialing standard under Minnesota Statute 120B.363 and No Child Left Behind (NCLB).

***It should be noted that ALL STRIDE staff will eventually be trained using CPI standards, but regular classroom teachers will not be expected to administer holds. They will, however, be encouraged to use proper de-escalation language and techniques when warranted.***

## Activities

Staff who use restrictive procedures, including paraprofessionals will complete training in the following skills and knowledge 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 only in an emergency
- 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;
- District policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure: and
- Schoolwide programs on positive behavior strategies.

## Annual training plan

On an annual basis, the Restrictive Procedures Oversight Committee will develop personnel development activities. (Currently, training is being done using an outside consultant, but beginning in 2016-17, STRIDE will have its own internal training crew.) Throughout the year, if new staff are hired, an assessment to determine if additional training is necessary will be completed. When necessary, the internal trainers will provide that training.

Trainers may include the Certified CPI trainers, the school psychologist, the school social worker, and/or any other consultants deemed necessary.

## Restrictive Procedures

STRIDE Academy may use the following types of physical holding:

- Children's Control Position
- Team Control Position
- Transport Position
- Interim Control Position

The following requirements will be met:

- Physical holding 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 ends when the threat of harm has ended and staff has determined that the student can safely return to the classroom or activity.
- Staff directly observes the child while physical holding is being used.
- Building nurse or health assistant will monitor and assess the student's physical condition during a restrictive procedure if deemed necessary by the intervention team.
- Following the restrictive procedure (identified in III.A.) or if the team member that assessed the student's behavioral status has a concern the student's behavioral and physical status will be assessed by the building nurse or health assistant.
- The student's behavioral status will also be assessed by a team member that is familiar with the student.

### **Seclusion Rooms**

STRIDE Academy does not use any rooms for seclusion.

### **Prohibited Procedures**

STRIDE Academy will never use the following prohibited procedures:

- Corporal punishment which includes conduct involving:
  - Hitting or spanking a person with or without an object
  - Unreasonable physical force that causes bodily harm or substantial emotional harm
- Requiring the student to assume and maintain specified physical position, activity or posture that induces physical pain
- Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment
- Denying or restricting the students access to equipment and devices such as wheelchairs, hearing aids or communication boards that facilitate the student's functioning except when temporarily removing the equipment or device is need 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 child as soon as possible
- Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse
- Withholding regularly scheduled meals (defined by the district as the time at which they typically eat) or water
- Denying the student access to bathroom facilities. In this event, staff will determine the best bathroom facility to be used to maintain student's privacy and safety
- Physical holding that restricts or impairs a student's ability to breathe.



## Documentation of a Restrictive Procedure (Physical Holding)

As soon as possible, but not to exceed 2 school days after each time physical holding is used, the staff person who implements or oversees the physical holding, in conjunction with the case manager and/or other IEP team members as necessary, will document the following information utilizing the **Use of Restrictive Procedures: Physical Holding** form:

- Description of the physical holding being used
- The time the physical holding began and the time the child was released
- Staff members directly involved in the use of physical holding
- A description of the incident that led to the physical holding
- Why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical
- A brief record of the child's behavioral and physical status
- Date and method of parental notification

## Documentation of Post-Use Debriefing

As soon as possible, but not to exceed 2 school days, each time physical holding is used, the special education leads will complete the **Post-use Debriefing** form.

If the Post-Use Debriefing reveals that follow-up is necessary, a quorum of the Restrictive Procedures Oversight Committee will convene within a reasonable timeframe to review the **Use of Restrictive Procedures: Physical Holding** form and assure that corrective action is taken.

## Communication with parents/guardians

### Students on IEPs

- Reasonable efforts will be made to notify the parent on the same day a restrictive procedure is used or if unable to do so, notice is sent within two days by written or electronic means, OR
- Parents/guardians will be notified within 2 days by means identified and agreed upon in the student's behavior intervention plan

### Students not on an IEP

- Reasonable efforts will be made to notify the parent on the same day a restrictive procedure is used or if unable to do so, notice is sent within two days by written or electronic means.

## Routing and retention of forms

### Use of Restrictive Procedures: Physical Holding form

- Stored in a file in the Director's/Coordinator's office
- Electronically on Skyward for students not on IEPs

**Post-Use Debriefing** Stored in a file in the Director's/Coordinator's office



## **IEP Meeting Requirements**

The district must hold the meeting; 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 individualized education program or behavior intervention plan does not provide for using restrictive procedures in an emergency; or at the request of a parent of the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual individualized education program meeting when the child's individualized education program provides for using restrictive procedures in an emergency.

During this meeting the team will:

- Conduct or review a functional behavioral analysis
- Review data
- Consider developing additional or revised positive behavioral interventions and supports
- Consider actions to reduce the use of restrictive procedures
- Modify the IEP or BIP as appropriate
- Review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of restrictive procedure and document any prohibition in the IEP or BIP
- If the individualized education program team determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures on a child or the district uses restrictive procedures on a child on ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; 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 child.

## **Restrictive Procedures Oversight Committee (RPOC) Membership**

At the start of the school year, the Restrictive Procedures Oversight Committee will convene. Membership will minimally include: the Special Education Director/School Psychologist, the School Social Worker, a General Education Administrator, the School Nurse, a Special Education Teachers of students at risk of needing emergency restrictive procedures, a general education teacher from the early elementary classes, and a general education teacher from the middle level classes.

### **The 2015-16 STRIDE Academy RPOC consists of:**

Douglas Millaway, Ambur Chaika, Brett Fechner, Michelle Hahn, Leanne Stephens, Jennifer Feigum, Lloyd Hoelscher





## RPOC Roles and Responsibilities

The RPOC will meet at the end of each quarter to review data provided in **Use of Restrictive Procedures: Physical Holding** forms and **Post-Use Debriefing** forms.

Meeting dates for 2015-16 are 2/9/16, 4/5/16, 6/14/16.

The following information will be reviewed:

- 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 nonemergency situations;
- the need for additional staff training;
- proposed actions to minimize the use of restrictive procedures

A quorum of the committee will convene within a reasonable timeframe if a **Post-Use Debriefing** form indicates that follow-up is necessary to review the incident and ensure corrective action is taken.

The RPOC will also:

- Develop an annual staff training schedule.
- Review and refine procedures
- Review and refine documentation forms and procedures

## Minnesota Department of Education Requirements

By June 30 of each year, STRIDE Academy will report summary data on the use of restrictive procedures in a form and manner determined by the commissioner.

The information used to complete this restrictive procedure plan is based on information obtained from

**Minnesota Statutes:  
125A.0941 125A.0942**