



Forest Lake Area Schools

Restrictive Procedures Plan and Training

This *Use of Restrictive Procedures Plan* is developed in compliance with Minnesota Statute 125A.0942 (Standards for Restrictive Procedures – applicable to students with disabilities) which states that “schools that intend to use restrictive procedures shall 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 that at least 1) lists the restrictive procedures the school intends to use; 2) describes how the school will implement a range of positive behavior strategies and provide links to mental health services; 3) describes how the school will monitor and review the use of restrictive procedures, including conducting post-use debriefings and convening an oversight committee to undertake a quarterly review; and 4) includes a written description and documentation of the training staff completed. Finally, schools annually must publicly identify oversight committee members who must at least include a mental health professional, school psychologist or school social worker, an expert in positive behavior strategies, a special education administrator and a general education administrator.

List of Restrictive Procedures:

"Restrictive procedures" means the use of physical holding or seclusion in an emergency.

Forest Lake Area Schools uses physical holding or in emergency situations with students whose Individualized Education Programs (IEP) include provisions for the use of such procedures or in emergency situations with students without IEPs or whose IEPs do not include the use of this procedure. Restrictive procedures are not 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 is never used for punishment.

"Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement and where body contact is the only source of physical restraint. 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. Each of the buildings listed (below) have a crisis team trained in CPI and may use any or all of the following physical holds:

1. CPI Holding Technique for Standing Position including and Children's Control Position
2. CPI Holding Technique for Sitting Position

"Seclusion" means confining a child alone in a room from which egress is barred. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion. Egress is barred when an adult locks or closes a door, leaving a child in the room alone and preventing the child from leaving the room. Forest Lake Area Schools does not have any registered seclusion rooms. The use of seclusion is prohibited on children from birth through grade 3 effective September 1, 2024.

Any reasonable force used under sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

Beginning with the 2024-2025 school year, districts must report annually by July 15, in a form and manner determined by the commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under section 125A.0941, paragraph (c).

Monitor and Review of the Use of Restrictive Procedures

Whenever a restrictive procedure is used on a student, staff must report the use of that procedure in written form to the Director of Special Education, Special Education Coordinator, Behavior School Psychologist or designee within 24 hours of its use. The form is attached to this plan and includes evidence that:

1. the physical holding or seclusion was the least intrusive intervention that effectively responded to the emergency
2. 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
3. the staff directly observed the child while physical holding or seclusion was being used
4. parents and the building principal were notified in a reasonable amount of time not to exceed 24 hours.

In addition, each time physical holding or seclusion is used; the staff person who implements or oversees the physical holding or seclusion documents the following information:

1. a description of the incident that led to the physical holding or seclusion
2. why a less restrictive measure failed or was determined by staff to be inappropriate or impractical
3. the time the physical holding or seclusion began and the time the child was released
4. a brief record of the child's behavioral and physical status;

After each use of a restrictive procedure the special education coordinator and/or school psychologist meets with the team, preferably within 1-2 days, to review the conditions under which the restrictive procedure was used and consider alternatives to future use. A brief description of the post-use debriefing that occurred as a result of the use of the physical hold or seclusion is added to the information required to be documented each time physical holding or seclusion is used.

The District Restrictive Procedures Oversight Committee meets quarterly to review “the use of restrictive procedures based on patterns or problems indicated by any disproportionate use of restrictive procedures based on race, gender, or disability status; the role of the school resource officer or police in emergencies and the use of restrictive procedures; and documentation to determine if the standards for using restrictive procedures as described in sections 125A.0941 and 125A.0942 are met. The committee consists of an elementary principal, a general education teacher, a special education teacher, a school psychologist, a board certified behavior analyst, two special education coordinators, the director of special education and a Sergeant of the Forest Lake Police Department.

Description and Documentation of Staff Training

Restrictive procedures may be used only by a licensed special education teacher, school social worker, school psychologist, behavior analyst certified by the National Behavior Analyst Certification Board, a person with a master's degree in behavior analysis, other licensed education professional, paraprofessional or mental health professional who has completed the appropriate training program.

Staff are initially certified through the Crisis Prevention Institute (CPI) program and receive annual refreshers through the same program. “Crisis teams” are identified in each school building within the Forest Lake Area School District. The Crisis Team designs their emergency response plan and reviews it periodically.

Buildings with a trained Crisis team:

Early Childhood Special Education (various locations)

Columbus Elementary

Forest Lake Elementary

Forest View Elementary

Lino Lakes Elementary

Linwood Elementary

Scandia Elementary

Wyoming Elementary

Forest Lake Area Middle School

Forest Lake Area High School

Forest Lake Area Community School (Education Center)

Student Transition Education Program (STEP)

CPI addresses the state requirements for a restrictive procedure training program which includes training on:

- 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
- the 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; and
- recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.

A list of CPI trained staff is kept on file at the district office and with the district's CPI trainer(s).

IEP Team Response to the Use of Restrictive Procedures

When restrictive procedures are used twice in 30 days or when a pattern emerges and restrictive procedures are not included in a child's individualized education program or behavior intervention plan, the district holds a meeting of the individualized education program team within 10 days, to 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, and modifies the individualized education program or behavior intervention plan as appropriate. At the meeting, the team must review any known medical or psychological limitations that contraindicated the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the individualized education program or behavior intervention plan.

An individualized education program team may plan for using restrictive procedures and may include these procedures in a child's individualized education program or behavior intervention plan; however, the restrictive procedures may be used only in response to behavior that constitutes an emergency. Physical holding or seclusion is never used to discipline a non-compliant child. The individualized education program or behavior intervention plan indicates how the parent wants to be notified when a restrictive procedure is used.

Positive Behavior Strategies:

In 2018 the district began training general and special education staff in proactive interaction skills and de-escalation strategies. This training will continue in the 2023-2024 school year with an expanded emphasis on the physical and psychosocial risks of physical restraint. In addition, the district has provided training on the effects that trauma can have on development, and how to use this knowledge to create environments and foster interactions that promote a sense of safety and security.

Forest Lake Area School District has previously been identified as an Exemplary district for Positive Behavior Supports and Interventions (PBIS) E-21. Each program and/or building in the district has taken part in the State PBIS Cohort training. To support the ongoing efforts and bring fidelity to PBIS and SEL, the District will continue to support PBIS efforts at the building level and the implementation of SEL curriculum to support Tier I and Tier II PBIS/SEL needs.

In 2020-2021, a Social and Emotional Learning (SEL) District Leadership Team was formed and this team participated in a Community of Practice sponsored by the Minnesota Department of Education. As a result of this work, a Tier I Universal Curriculum for SEL was adopted for consistent implementation of E-8 across the district beginning in the 2021-2022 school year. The District Leadership Team will continue to meet and steer the work of SEL Building Leadership Teams in implementation of SEL for students and adults in the Forest Lake Area Schools.

In 2024-2025 Forest Lake Area Schools will begin implementing aspects of Ukeru Systems training in trauma informed principles and practices and blocking techniques. This is part of a concerted effort to reduce the use of restrictive procedures.

Links to Mental Health Support

The district has a School Based Mental Health (SBMH) program that involves interagency agreements with mental health agencies that work in the school with students whose parents have made those arrangements. The school counselors and deans facilitate a connection with parents and the mental health agency they chose when a parent has expressed an interest to do so. In addition we have 4.8 contracted mental health professionals that service the Forest Lake High School, Forest Lake Middle School, Forest Lake Community School, Forest View Elementary, Forest Lake Elementary, and Wyoming Elementary.

District Oversight Committee Members for 2023-2024

- Kelly Wilson, Director of Special Education
- Sara Heckel, Primary Special Education Coordinator
- Chad Erichsrud, Secondary Special Education Coordinator
- Scott Urness, Elementary Principal
- Pam Soukkala, General Education Teacher
- Jill Krautkremer, School Psychologist
- Jan Ostrom, Board Certified Behavior Analyst
- John Glader, Forest Lake Police Department

- Bethany Hardy, Early Childhood Family Education