



Brooklyn Center Community Schools Restrictive Procedures Plan

In compliance with the Minnesota statutory provisions pertaining to physical holding and seclusion, the following Restrictive Procedures Plan will be implemented by Brooklyn Center Community Schools, ISD 286. The district plan is a publicly accessible procedures plan for children including:

1. A list of restrictive procedures Brooklyn Center Community Schools intends to use;
2. A description of how the district will monitor and review the use of restrictive procedures, including conducting post-use debriefings and the establishment of an oversight committee designated to review all procedures and training;
3. A written description and documentation of staff training in regard to positive behavior intervention supports and use of restrictive procedures.

An electronic or hard copy version of this plan can be requested by contacting the Special Services Department at (763) 450-3386. A copy of this restrictive procedures plan will also be made available on the ISD 286 District website. For more information, contact Deirdra Yarbrow, Director of Special Services at dyarbrow@bccs286.org or at 5910 Shingle Creek Parkway, Brooklyn Center, MN, 55430.

Law	Requirements and Definitions
Minn. Stat. §125A.0942, Subd. 1(a)	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.
Minn. Stat. §125A.0941(f)	A restrictive procedure is the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
Minn. Stat. §125A.0941(b)	An emergency means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
Minn. Stat. §125A.0942, Subd. 2(f)	Restrictive procedures may be used only in response to behavior that constitutes an emergency, even if written into a child's IEP or Behavior Support Plan (BSP.)

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Law	Emergency Use
Minn. Stat. §125A.0942, Subd. 1(a)(1)	I. Brooklyn Center Community Schools intends to use the following restrictive procedures in an emergency:
Minn. Stat. §125A.0941 (c)	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.
Minn. Stat. §125A.0941 (c)	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. Brooklyn Center Community Schools provides training on the following types of physical holds: a) Nonviolent Crisis Intervention (NVC) Seated Position, b) Nonviolent Crisis Intervention (NVC) Standing Position, c) Nonviolent Crisis Intervention (NVC) Children's Seated Position, and d) Nonviolent Crisis Intervention (NVC) Children's Standing Position
Minn. Stat. §125A.0941 (g)	B. Seclusion 1. Seclusion means <u>confining a child alone in a room</u> 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.
Minn. Stat. §125A.0941 (g)	2. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.
	3. Brooklyn Center Community Schools does not use seclusion. In lieu of an emergency physical hold or seclusion, the child may elect to stay with a CPI trained adult in a room without peers. Egress is not barred.

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Law	Positive Behavior Strategies
Minn. Stat. §125A.0942, Subd. 1(a)(2)	II. Brooklyn Center Community Schools is committed to using a range of positive behavior strategies and provides links to mental health services.
Minn. Stat. §125A.0941(d)	A. Positive behavioral interventions and supports 1. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
Minn. Stat. §125A.0942, Subd. 1(a)(2)	2. Brooklyn Center Community Schools utilizes Restorative Practices, grounded in community and relationship building, as our primary framework of response.
Minn. Stat. §125A.0942, Subd. 6 ₁	3. All schools participate in using positive behavior interventions and promote/recognize positive behavior in the school environment.
Minn. Stat. §125A.0942, Subd. 1(a)(2)	B. Brooklyn Center Community Schools provides the following public notice specific to mental health services: Brooklyn Center Community Schools partners with a variety of community partners to provide co-located mental health services at the Health Resource Center, Insight School of MN, Brooklyn Center Elementary, Brooklyn Center Secondary and the Early College Academy. To learn more, please reach out to your student's homeroom teacher, social workers or counselor. Important mental health resources within Hennepin county and through the state of Minnesota are listed below: Mental Health and Safety National Suicide Prevention Lifeline Phone or Text: 988 Hours: Available 24 hours; Languages: English, Spanish Family Resource and Stabilization (Hennepin County residents only) Immediate, in-person support and stabilization for children or youth and their parents/caregivers Phone: 612-979-9511 Open Monday through Friday: 10 a.m. to 10 p.m. Prairie Care - provides mental health intake/screening to help determine supports needed Phone: 855-644-9615 or complete online request form FastTracker - behavioral health search tool that gives Minnesotans access to real time information Mental Health MN - online screenings, access to peer support, access to finding community providers, crisis support

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	Minnesota Mental Health Crisis Support Phone: 274747 (Available 24/7) Children's Crisis Support - Statewide, by county Adult Crisis Support - Statewide, by county COPE Mobile Crisis (Hennepin County residents only - use Minnesota Crisis Support above if outside Hennepin County) Responds to anyone in Hennepin County who needs an urgent response. Phone: 612-596-1223 or 274747 or Text: "MN" to 74 741 Minnesota Warmline The Minnesota Warmline provides support and a connection throughout Minnesota. For many people, the Warmline is an important tool that helps them avoid mental health crises and to give support to those caring for others with mental health needs. Open 9am-9pm seven days a week Phone: 651-288-0400 or 1-877-404-3190 or Text: "Support" to 85511 Day One Crisis Day One® provides immediate access to safety and services for survivors of domestic violence, sexual violence, human trafficking and sexual exploitation throughout Minnesota. Open 24/7 Phone: 1-866-223-1111 or Text: 612-399-9995 or Email: safety@dayoneservices.org National Domestic Violence Hotline Phone: 800-799-7233 or Text: "START" to 88788 or go to website and live chat Minnesota Association for Children's Mental Health- www.macmh.org National Alliance on Mental Illness (NAMI) Minnesota Chapter- www.namihelps.org Hennepin County Children's Mental Health Collaborative - provides resources, family supports and services Phone: 612-348-4111
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1 Minnesota Statutes, section 125A.0942, Subd. 6 encourages school districts to establish effective school-wide systems of positive behavior interventions and supports.

Law	Prevention and Early Intervention Training
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Minn. Stat. §125A.0942, Subd. 1(a)(3); See also, Minn. Stat. §122A.09, Subd. 4(k) and Minn. Rule 8710.0300	III. Brooklyn Center Community Schools will provide training on de-escalation techniques.
	A. Brooklyn Center Community Schools provides the following training on using positive behavior interventions: 1. (NVC) training entitled: Crisis Development Model, 2. (NVC) training entitled: Verbal Intervention, 3. (NVC) relationship training entitled: Nonverbal Behavior, 4. (NVC) relationship training entitled: Paraverbal Behavior, 5. (NVC) relationship training entitled: Precipitating Factors, Rational Detachment 6. (NVC) de-escalation training entitled: Postvention
	B. Brooklyn Center Community Schools offers the following training on accommodating, modifying, and adapting curricula, materials, and strategies: 1. Foundations of restorative practices (Equity Department) 2. Modification of State Standards (Metro ECSU) 3. Trauma Informed Care (Special Services) 4. Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support; Psychological First Aid (Special Services) 5. As required by MDE, annual PD focused on: Trauma and Mental Health (Special Services), Accommodations and Modifications (Special Services) and positive behavior supports (Equity and Curriculum and Instruction)

Law	Monitor and Review Restrictive Procedures
Minn. Stat. §125A.0942, Subd. 1(a)(4)	IV. Brooklyn Center Community Schools will monitor and review the use of restrictive procedures in the following manner:
Minn. Stat. §125A.0942, Subd. 3(a)(5)	A. Documentation: 1. Each time a restrictive procedure is used, the staff person who implements or oversees the restrictive procedure, 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;

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	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.
Minn. Stat. §125A.0942, Subd. 1(a)(4)(i)	B. Post-use debriefings, consistent with documentation requirements: 1. Each time a restrictive procedure is used, the staff person who implemented or oversaw the restrictive procedure shall conduct a post-use debriefing with (1) an Administrator or Special Services Supervisor/Manager and (2) all staff involved in the physical holding, within 24 hours after the incident concludes.
	2. The post-use debriefing will review the following requirements to ensure the physical holding was used appropriately:
Minn. Stat. §125A.0942, Subd. 3(a)2	a) Whether the physical holding was used in an emergency.
Minn. Stat. §125A.0942, Subd. 3(a)(1)3	b) Whether the physical holding was the least intrusive intervention that effectively responds to the emergency.
Minn. Stat. §125A.0942, Subd. 3(a)(2)4	c) Whether the physical holding was used to discipline a noncompliant child.

2 Minnesota Statutes, section 125A.0942, Subd. 3(a) requires that restrictive procedures only be used in response to behavior that constitutes an emergency.

3 Minn. Stat. § 125A.0942, Subd. 3(a)(1) requires physical holding or seclusion be the least restrictive intervention that effectively responds to the emergency.

4 Minn. Stat. § 125A.0942, Subd. 3(a)(2) requires physical holding or seclusion NOT be used to discipline a noncompliant child.

Law	Monitor and Review Restrictive Procedures (cont.)
Minn. Stat. § 125A.0942, Subd. 3(a)(3)5	d) Whether the physical holding ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity.
Minn. Stat. § 125A.0942, Subd. 3(a)(4)6	e) Whether the staff directly observed the child while physical holding was being used.
Minn. Stat. § 125A.0942, Subd. 3(a)(5)7	f) Whether the documentation was completed correctly.

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Minn. Stat. § 125A.0942, Subd. 2(b)8 and Minn. Stat. § 125A.0942, Subd. 2(f)9	g) Whether the parents/guardians were properly notified.
Minn. Stat. § 125A.0942, Subd. 2(c)10	h) Whether an IEP team meeting needs to be scheduled.
Minn. Stat. § 125A.0942, Subd. 2(a)11	i) Whether the appropriate staff used physical holding.

5 Minn. Stat. § 125A.0942, Subd. 3(a)(3) requires the physical holding or seclusion end when the threat of harm ends and the staff determines the child can safely return to the classroom or activity.

6 Minn. Stat. § 125A.0942, Subd. 3(a)(4) requires staff to directly observe the child while physical holding or seclusion is being used.

7 Minn. Stat. § 125A.0942, Subd. 3(a)(5) requires the staff person who implements or oversees the physical holding or seclusion to document, each time physical holding or seclusion is used, as soon as possible after the incident concludes, the following information: (i) a description of the incident that led to the physical holding or seclusion; (ii) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; (iii) the time the physical holding or seclusion began and the time the child was released; and (iv) a brief record of the child's behavioral and physical status.

8 Minn. Stat. § 125A.0942, Subd. 2(b) requires a school to make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child, or if the school is unable to provide same-day notice, notice is sent within two days by written or electronic means or as otherwise indicated by the child's parent.

9 Minn. Stat. § 125A.0942, Subd. 2(f) provides that an IEP team may plan for using restrictive procedures and may include these procedures in a child's IEP or BIP; however, the restrictive procedures may be used only in response to behavior that constitutes an emergency. The IEP or BIP shall indicate how the parent wants to be notified when a restrictive procedure is used.

10 Minn. Stat. § 125A.0942, Subd. 2(c) requires the district to hold a meeting of the IEP team: 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 IEP or BIP does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP meeting when the child's IEP provides for using restrictive procedures in an emergency.

11 Minn. Stat. § 125A.0942, Subd. 2(a) requires restrictive procedures only be used 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 training.

Law	Monitor and Review Restrictive Procedures (cont.)
Minn. Stat. § 125A.0942, Subd. 5	j) Whether the staff that used physical holding was appropriately trained.
	3. If the post-use debriefing determines the physical holding was not used appropriately, Brooklyn Center Community Schools will ensure immediate corrective action is taken, such as staff training, staff discipline and/or making a maltreatment report to the MDE.
Minn. Stat. § 125A.0942, Subd. 1(b)12	C. Oversight committee 1. Brooklyn Center Community Schools publicly identifies the following oversight

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	committee. a) School Social Worker or School Psychologist b) An expert in positive behavior intervention (Special Services Supervisor/Manager) c) Special Education Director; d) Building Principal/s;
Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(4)(ii)13	2. Brooklyn Center Community Schools' oversight committee meets quarterly on the first Thursday of every third month. a) September b) December c) March d) June
Requirement found at Minn. Stat. § 125A.0942, Subdivision (1)(a)(4)(ii)	3. Brooklyn Center Community Schools' 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 non emergency situations; e) The need for additional staff training; and f) Proposed actions to minimize the use of restrictive procedures. The committee must also consider: A. Any disproportionate use of restrictive procedures based on race, gender, or disability status; B. The role of police in emergencies and the use of restrictive procedures; and C. Documentation to determine if the statutory standards for using restrictive procedures are met

12 Minn. Stat. § 125A.0942, Subd. 2(b) requires schools to annually publicly identify oversight committee members who must at least include: (1) a mental health professional, school psychologist, or school social worker; (2) an expert in positive behavior strategies; (3) a special education administrator; and (4) a general education administrator.

13 Minn. Stat. § 125A.0942, Subd. 1(a)(4)(ii) requires that an oversight convene to undertake a quarterly review of the use of restrictive procedures.

Law	Restrictive Procedures User Training
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Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(5) and Subdivision 5	V. Brooklyn Center Community Schools staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:
	A. Understanding Behavior and Its Risk Interpret the brain's response to threat as one of the causes of distress behavior. Identify the level of risk of the behavior and identify preventive strategies to mitigate risk.
	B. The CPI Crisis Development Model Identify behavior using the CPI Crisis Development Model. Apply staff approaches effective in responding at each behavior level to prevent further escalation.
	C. Integrated Experience Explore underlying causes of behavior; recognize the need to maintain consistent, calm behavior in a crisis; and understand how the behavior of one person impacts the behavior of others.
	D. Supportive Communication Skills Practice communication strategies to positively impact an individual's behavior and prevent or de-escalate a crisis. Identify how to prepare for a difficult conversation.
	E. Responding to Defensive Behaviors Identify stages of defensive behavior using the Verbal Escalation Continuum. Use the appropriate intervention strategies that are most effective at each stage.
	F. Safety Interventions In the moment of Risk Behavior, choose safety interventions that are a last resort, reasonable, and proportionate. Identify and apply non-restrictive verbal and environmental interventions to keep self, others, and the person safe when crisis escalates to risk behavior.
	G. Post Crisis Apply a framework that helps guide staff through the process of establishing Therapeutic Rapport and learning after a crisis. List coping strategies to build your resilience.
	H. Safety Interventions: Disengagement Skills Describe and demonstrate use of CPI disengagement principles for risk behavior. Use the Physical Skills Review Framework to convey reasoning for the intervention used as a response to risk presented.

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Law	Restrictive Procedures User Training (cont.)
	I. Safety Interventions: Holding Skills Describe and demonstrate use of CPI holding principles for risk behavior. Use the Physical Skills Review Framework to convey reasoning for the intervention used a response to risk presented. Describe how to consider the Risks of Restraints and the Opt-Out Sequence when using the CPI holding principles.
	J. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and District Student Discipline Policy, Special Education Discipline Procedure per Sped TSES Manual
	K. Schoolwide programs on positive behavior strategies Restorative Practices
	L. Individual Student Supports, specific to certain staff PCA training specific to identified Level 1 behaviors and Care Plans

Law	Prohibited Procedures
Prohibitions found at Minn. Stat. § 125A.0942, Subd. 4(1-9)	VI. Brooklyn Center Community Schools will never use the following prohibited procedures on a child:
	• Engaging in conduct prohibited under section 121A.58 (corporal punishment); • Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain; • Totally or partially restricting a child's senses as punishment; • Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment; • 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; • Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors) • Withholding regularly scheduled meals or water; • Denying access to bathroom facilities; and • 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.

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NOTICE OF NON-DISCRIMINATION

Brooklyn Center Community Schools does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, gender identity and expression, disability, age or status in regards to public assistance in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle 504 non-discrimination inquiries:

Deirdra Yarbro
5910 Shingle Creek Parkway
Brooklyn Center, MN 55430
763-450-3386

The following person has been designated to handle all other Title IX inquiries regarding the non-discrimination policies:

Tammy Albers, Human Resources Director
5910 Shingle Creek Parkway
Brooklyn Center, MN 55430
763-450-3386 ext.

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.