



LAKES INTERNATIONAL LANGUAGE ACADEMY
An IB World School

Lakes International Language Academy

Restrictive Procedures Plan and Training

This *Use of Restrictive Procedures Plan* is developed in compliance with [Minnesota Statute 125A.0942](#) 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 link 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 and oversight committee to undertake a quarterly review; and
4. includes a written description and documentation of the training staff completed.”

Finally, schools 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.

Lakes International Language Academy uses physical holding in emergency situations with students whose Individualized Education Programs (IEP) include provisions for the use of such procedure 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.

“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. Lakes International Language Academy does not use seclusion.

“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.

Lower School
246 11th Ave. S.E., Forest Lake, MN 55025
651-464-0771

Upper School
19850 Fenway Ave. N., Forest Lake, MN 55025
651-464-8989

Kinder Center
121 11th Ave. S.E., Forest Lake, MN 55025
651-464-0771



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 and Student Services or the Special Education and Student Services Coordinator within 24 hours of its use. In addition, each time physical holding is used, unless part of the student's IEP, the staff person who implements or oversees the physical holding documents the following information on the Emergency Use of Physical Holding Report Form:

- A description of the incident that led to the physical holding.
- The physical holding was the least intrusive intervention that effectively responded to the emergency.
- The time the physical holding began and the time the student was released.
- 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.
- Parents and the building principal were notified in a reasonable amount of time not to exceed 24 hours.

After each use of a restrictive procedure, unless part of the student's IEP, the Director of Special Education and Student Services reviews the conditions under which the restrictive procedure was 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 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 a special education administrator, a general education administrator, the dean of students, a special education teacher, a school psychologist and/or a mental health professional, and one behavior interventionist.

Other Physical Contact

Physical contact between staff and students for purposes such as the following, is not considered physical holding:

- helping a child respond or complete a task.
- assisting a child without restricting the child's movement.
- administering an authorized health-related service or procedure; or
- physically escorting a child when the child does not resist or the child's resistance is minimal.

A teacher or principal may use reasonable force as needed to aid in the child's academic progress, peer and social relationships through learning and adhering to acceptable social norms, and emotional growth, while minimizing disruption to other students' rights to an education, including removal from a class or activity.

Description and Documentation of Staff Training

Restrictive procedures may be initiated and used only by a licensed special education teacher, school psychologist, 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.

LILA staff members are initially certified through the Crisis Prevention Intervention (CPI) program and receive annual refreshers through the same program. 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
- recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.

Each of LILA's buildings have staff who are trained in Crisis Prevention Intervention (CPI). An updated list of CPI trained staff is on file.

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 contraindicate the use of 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

LILA has licensed staff and paraprofessionals who are trained on de-escalation strategies using the training material through Crisis Prevention Intervention. Staff training schedules are designed to adhere to CPI best practices, with refresher courses offered annually to CPI-trained staff.

Special education and general education staff receive training on the use of visual supports and predictable schedules. In addition, Lakes International Language Academy has ongoing school-wide efforts to create a positive and supportive culture inside the school. Responsive Classroom is used at the Lower School as their behavior support method. Developmental Designs is used at the Upper School.

Special education staff receive training on the function and communicative intent of behavior and how to respond to that behavior in a manner that facilitates learning and communication. In addition, they receive training on the use of visual supports and predictable schedules.

Links to Mental Health Support

LILA Onsite Resources

Vona Center for Mental Health:

LILA currently partners with Vona Center for Mental Health to offer children's mental health services onsite at LILA. Families connect directly with the agency to arrange services, and your insurance is billed for services provided. More information can be found on the Vona Center for Mental Health [website](#).

Lakes Center for Youth & Families:

LILA is partnering with Lakes Center for Youth & Families to provide on-site mental health services, offering personalized care billed through insurance, with low-cost options for uninsured families. To refer a student, guardians can complete the Youth Intake Packet and contact Lakes Center via phone or email at Receptionist@lc4yf.org.

Other resources:

Children's Mental Health Resources:

<https://mn.gov/dhs/people-we-serve/people-with-disabilities/health-care/childrens-mental-health/>

Children's Mental Health Crisis Response:

<https://mn.gov/dhs/people-we-serve/people-with-disabilities/health-care/childrens-mental-health/resources/crisis-contacts.jsp>

Minnesota Association for Children's Mental Health (MACMH): <https://www.macmh.org/>

National Alliance on Mental Illness Minnesota (NAMI MN): <https://namimn.org/>

Additional mental health support/resources can be found by visiting the Lakes International Language Academy website: <https://www.mylila.org/quicklinks/resources-for-families>