Restrictive Procedures Plan

Wayzata Public Schools

9/2022

Wayzata Public Schools (WPS) promotes the use of positive approaches for behavioral interventions for all students. When restrictive procedures are employed in an emergency situation with any student, the School District will adhere to the standards and requirements of Minnesota Statute § 125A.094: Restrictive Procedures for Children with Disabilities. This plan specifically outlines the list of restrictive procedures the district intends to use in the case of an emergency, how the school will monitor and review the use of restrictive procedures, documentation requirements; the convening of a District Oversight Committee; and staff training requirements.

WPS uses restrictive procedures only in response to behavior that constitutes an emergency, even if written into a child's Individualized Education Plan (IEP) or Positive Behavior Support Plan (PBSP). Emergency means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

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MINNESOTA STATUTES In accordance with Minn. Stat. §§ 125A.094 and 125A.0942 as amended effective July 1, 2013, every school district is required to develop and make publicly accessible in an electronic format on a school or district website or make a paper copy available upon request a plan that discloses its use of restrictive procedures with special education students. The plan must list the restrictive procedures that the school district intends to use; describe how the school district will implement a range of positive behavior strategies and provide links to mental health services, describe how the school district will monitor and review the use of restrictive procedures, including post-use debriefings and convening an oversight committee to undertake a quarterly review of the use of restrictive procedures based on 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 procedures 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, and proposed actions to minimize the use of restrictive procedures; and includes a written description and documentation of the training any staff members who will be using restrictive procedures have completed to show they have the skills set out in Minn. Stat. § 125A.0942, subd. 5.

Minnesota Statutes Definition of Restrictive Procedures: Restrictive Procedures means the use of physical holding in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child. Minnesota Statute § 125A.0941(f).

Minnesota Statute § 125A.094, Subd 1a: Schools that intend to use restrictive procedures shall maintain and make publicly accessible a restrictive procedures plan for students that includes at least the following: the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including conducting post-use debriefings and convening an oversight committee; and a written description and documentation of the training staff completed under subdivision 5.

Wayzata Public Schools promotes the use of positive approaches for behavioral interventions for all students. When restrictive procedures are employed in an emergency situation with any student, the School District will adhere to the standards and requirements of Minnesota Statute § 125A.094: Restrictive Procedures for Children with Disabilities.

Minnesota Statute § 125A.094, Subd. 2: 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 under section § 120B.363, or mental health professional under section § 245.4871, subd. 27, who has completed the training program under subd. 5.

Minnesota Statute § 125A.0941 (c): 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: 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.

Minnesota Statute § 125A.0941 (g): 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.

Minnesota Statute § 125A.0942, Subd. 3: Physical holding or seclusion may be used only in an emergency. A school that uses physical holding or seclusion shall meet the following requirements: (1) the physical holding or seclusion must be the least intrusive intervention that effectively responds to the emergency; (2) physical holding or seclusion must end when the threat of harm ends and the staff determines that the child can safely return to the classroom or activity; (3) staff must directly observe the child while physical holding or seclusion is being used; (4) each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion shall document, 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.

Minnesota Statute § 121A.67, Subd. 2: If a pupil who has an individual education plan is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or a school staff person during the school day twice in a 30-day period, the pupil's individual program team must meet to determine if the pupil's individual education plan is adequate or if additional evaluation is needed.

Wayzata Public Schools uses restrictive procedures only in response to behavior that constitutes an emergency, even if written into a child's IEP or PBSP. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. The intervention will be used as a last resort and will be considered the safest option for all.

Wayzata Public Schools is committed to ensuring that all staff who work in student-facing roles receive training and certification in CPI's *Nonviolent Crisis Intervention*® approach. The CPI model focuses on prevention and nonviolent intervention techniques that have been proven to reduce injury to students and staff, diffuse potential crisis situations before they escalate, and promote *Care, Safety, Welfare,* and *Security*™ for all parties involved in a crisis or potential crisis situation.

Wayzata Public Schools has teams in each building that consist of Special Education Licensed Staff, Paraprofessionals, School Social Workers and Behavior Analysts who receive an initial 8 hour course in CPI and refresher course trainings bi-annually, which is considered an evidence-based program, to help de-escalate a situation before it becomes a crisis and to respond appropriately and safely when there is a crisis.

Wayzata Public Schools Restrictive Procedures

Wayzata Public Schools is committed to using positive behavioral interventions and supports as defined in Minnesota Statute § 125A.0941 (d). This involves incorporating environmental changes and skill building strategies proactively in order to maintain a supportive and safe learning environment. In the event that a student's challenging behavior should escalate to an emergency situation, Wayzata Public Schools staff may use procedures which are considered restrictive under Minnesota Statute § 125A.0942 in order to maintain a safe environment when lesser restrictive procedures are ineffective. In accordance with Minnesota Statute § 125A.0942, Subd. 1, Wayzata Public Schools discloses the following on the use of restrictive procedures:

Minnesota Statutes on Restrictive Procedures

1. Restrictive Procedures: Minnesota Statute § 125A.0941 (e) includes physical holding and seclusion as restrictive procedures.
2. Prohibited Procedures: Wayzata Public Schools will never use any of the procedures designated as prohibited under Minnesota Statute § 125A.0942, Subd. 4(1-9).
3. Emergency: Minnesota Statute § 125A.0941 (b) states that a restrictive procedure may only be utilized in an emergency situation. An emergency is defined as a situation where immediate intervention is needed to protect a student or others from physical injury.

Restrictive Procedures Not Used In Wayzata Public Schools

Seclusion: Seclusion means confining a student alone in a room from which egress is barred. This does not include removing a child from an activity to a location where the child cannot participate or observe the activity. In the event that an emergency situation should unexpectedly occur and use of physical holding is deemed unsafe, staff may remove others and themselves from the current room while barring egress in order to prevent injury as use of reasonable force under Minnesota Statutes § 125A.582; 609.06, Subd.1; and § 609.379. **Wayzata Public Schools *does not intend to use Seclusion***

Restrictive Procedures Used In Wayzata Public Schools

Physical Holding: 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. Wayzata Public Schools has teams in each building that include Special Education Licensed Staff, Paraprofessionals, School Social Workers, and Behavior Analysts who participate in CPI training bi-annually. This mandatory training covers appropriate use of physical restraints. 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.

Wayzata Public Schools intends to use the following types of physical holding:

a. CPI Medium-Level Holding
b. CPI Higher-Level Holding
c. CPI Team Control Position
d. CPI Children's Control Position

Prohibited Procedures Include the Following:

1. Engaging in conduct prohibited under section 121A.58 (corporal punishment);
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
5. 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;
6. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors);
7. Withholding regularly scheduled meals or water;
8. Denying access to bathroom facilities; and
9. 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.
10. Prone Restraint

General Information Regarding Restrictive Procedures

What is considered an "Emergency"?

An emergency is a situation where immediate intervention is needed to protect a child or other individual from physical injury.

- Jumping in front of a bus IS an emergency.
- A student not responding to verbal intervention during a fight MAY BE an emergency.

NOT an Emergency:

- Screaming obscenities in the hallway.
- Property destruction.
- 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.
- An emergency incident has already occurred and not threat of physical injury currently exists.

Restrictive Procedures - Basic Procedures:

- Can be used ONLY in an emergency. It must be the safest option and the last resort.
- Must be the least intrusive effective intervention.
- Must end when the threat of harm ends.
- Must be documented EVERY time.
- Parent notification is required the same day a restrictive procedure is used on a child.
- A post-use debriefing must occur within 48 hours of the procedure.
- A Restrictive Procedure Reporting Form must be completed and submitted to the Building Administrator, and a copy must be placed in the student file.

Staff Training Requirements

All Wayzata Public Schools special education staff receive training on the skills and knowledge content areas in accordance with Minnesota Statute § 125A.0942, Subd. 1(3) and Subd. 5.

CPI Nonviolent Crisis Intervention® Approach.
Staff continue their learning by participating in refresher CPI training semiannually. Newly hired staff attend CPI training prior to the start of the school year. 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 training, attendees, and training dates.

Wayzata Public Schools staff who use restrictive procedures receive 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
- 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
- District policies and procedures for timely reporting and documenting each incident involving the use of a restrictive procedure; and
- School-wide programs on positive behavior strategies

Authorized Staff
Staff who are trained and current with their CPI *Nonviolent Crisis Intervention*® approach training and who are authorized to use restrictive procedures include:

- Licensed special education teachers
- Other certified/registered educational professionals
- Special education assistants

- Building administration
- Licensed school social workers
- Behavior Analysts

Wayzata Public Schools implements a wide range of positive behavior strategies and interventions to staff. These vary by building. Some interventions include: Crisis Prevention Intervention, Positive Behavior Intervention and Supports (PBIS), various programs focusing on children and adolescent mental health, character education, trauma informed care, Second Step, PATHS, Michelle Garcia Winner strategies, Non-verbal communication strategies, Nurtured Heart Approach, MindUp, Restorative Practices, ENVOY and

Additionally,Wayzata Public Schools 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 graduation standards:

- Culturally-responsive teaching and curricula selection
- Training in individual disability areas, mental health diagnoses, and classroom practices that support those needs
- Trauma informed educational teaching practices
- Implicit bias training through a racial lens

Training records are maintained at the district office.

Mental Health Resources

*These resources have been compiled off lists from multiple counseling clinics and departments.

Crisis Resources

Hennepin County Child Crisis C.O.P.E. - Community Outreach Team for Psychiatric Emergency *24/7* crisis line for those without medical insurance - they come to you for assessment 612-596-1223	Hennepin County Crisis Team 612-348-2233	Crisis Connection Provides 24-hour phone counseling and referrals for longer-term counseling 612-379-6363

Hennepin County Front Door Family and Children's Services, Mental Health Evaluation, Homelessness – social workers link to resources 612-348-4111 300 South Sixth St Minneapolis, MN 55487	
Minnesota Statewide Family Network Parent-directed nonprofit that works with children and youth dealing with mental health disorders and their families 952-383-1360 8161 Normandale Blvd S Bloomington, MN 55437	NAMI Minnesota (National Alliance on Mental Illness) Nonprofit dedicated to improving the lives of adults and children with mental illness and their families 651-645-2948 800 Transfer Rd, Ste 31 St. Paul, MN 55114
OutFront Minnesota Support and resources for Gay, Lesbian, Bisexual, and Transgender communities 612-822-0127 310 E 38th St, Ste 204 Minneapolis, MN 55409	Parent Catalysts Leadership Group Out of Hennepin County's Children's Mental Health Collaborative, offers monthly support groups meetings hcpcig@yahoo.com
S.A.*V*.E. - Suicide Awareness Voices of Education Support, resources, and education regarding suicide 952-946-7998 8120 Penn Ave S, Ste 470 Bloomington, MN 55431	Suicide Hotline Crisis line for those who are concerned they may harm themselves or know someone who may harm himself or herself 612-873-2222
United Way 211 Resource to find referrals for counseling or other services 211 or 651-291-0211	Acute Psychiatric Services, Hennepin County Medical Center Psychiatric emergency services for those with no medical insurance 612-873-3161

	701 Park Ave Minneapolis, MN 55415

Community-Based Agencies

Blossom Behavioral Health Gretchen Lewis Snyder 11900 Wayzata blvd. Suite 216E Minnetonka, MN 55305 (952) 545-3300	Centro Inc. (Spanish-speaking) Provides therapy 612-874-1412 1915 Chicago Ave Minneapolis, MN 55404
Behavioral Health Services (BHS) Mental Health Clinics - 6 clinics in the metropolitan area, closest location listed below 651-769-6500 327 Marschall Rd S, Ste 250 Shakopee, MN 55379	Center for Child and Adolescent Therapy Provides therapy 612-871-8684 430 Oak Grove, Ste 403 Minneapolis, MN 55403
Community University Health Care Center Provides mental health resources for the family, including children's psychiatry, therapy, and case management services 612-638-0664 2001 Bloomington Ave S Minneapolis, MN 55404	CLUES (Spanish-speaking) Free mental health services for minors 612-746-3500 720 E Lake St Minneapolis, MN 55407
Fraser 2400 West 64th Street, Minneapolis, MN 55423 Phone: 612-861-1688 Fax: 612-861-6050 fraser@fraser.org	Family Attachment and Counseling Center Intensive therapy for children with attachment disorders 952-475-2818 18322 Minnetonka Blvd, Ste C Wayzata, MN 55391
Headway Emotional Health Services (Spanish speaking) Individual, family, and group counseling for children, adolescents, and adults 952-426-6600 1001 Hwy 7, Ste 309 Hopkins, MN 55305	HSI - New Generations Mental health nonprofit that includes children's therapeutic support services 612-767-2867 2649 Park Ave S Minneapolis, MN 55407
Inside Out Life Development Low-cost counseling provided by graduate students 612-750-0011 7525 Mitchell Rd, Ste 100 Eden Prairie, MN 55344	Jewish Family and Children's Services Family and individual counseling, persistent issues 952-546-0616 13100 Wayzata Blvd, Ste 300 Minnetonka, MN 55305
Lutheran Social Services Outpatient therapy with a sliding scale fee 612-879-5320 2414 Park Ave S Minneapolis, MN 55404	Mental Health Collective Child, teen, adult, couples, family, group counseling 612-822-8227 3548 Bryant Ave Minneapolis, MN 55408

N.I.P. - Neighborhood Improvement Program Counseling Center Individual and group counseling, legal advocacy 612-374-4601 2431 Hennepin Ave S Minneapolis, MN 55404	Northland Counseling 7945 Stone Creek Drive, Ste. 140 Chanhassen, MN 55317 952-974-3999
Nystrom and Associates Mental Health Clinic Eden Prairie 952-746-2522	Relate Counseling Center Individual and family counseling 952-932-7277 15320 Minnetonka Blvd, Ste 200 Minnetonka, MN 55345
River's Edge Counseling & Educational Services Marcia Mayo 34 Water Street Suite 3 Excelsior, MN 55331 952-474-3105	St. David's Child Development and Family Services Primary focus is with children under age 9 and families 952-548-8674 3395 Plymouth Rd Minnetonka, MN 55305
Teens Alone Provides free counseling for teens and young adults and their families, focus in homelessness 952-988-TEEN 915 Mainstreet Hopkins, MN 55343	Tubman/Chrysalis Group, individual, and crisis counseling 612-871-0118 4432 Chicago Ave S Minneapolis, MN 55407
Prairie Care 6363 France Ave South Edina, Mn 55435 952-922-2525 Provides hospital inpatient, partial hospital, outpatient and residential services Multiple locations	Volunteers of America - Omegon MI/CD (Mental illness/Chemical Dependency) residential treatment program 952-541-4738 2000 Hopkins Crossroads Minnetonka, MN 55305
West Suburban Teen Clinic One-on-one mental health counseling for ages 12-23 on a sliding scale fee 952-474-3251 15 8th Ave S, Hopkins, MN 55343 478 Second St, Excelsior, MN 55331	Washburn Center for Children Provides counseling for children and their families 612-871-1454

Private Practice Clinicians

A. Catherine Phibbs Therapist 612-296-2799 210 Edina Executive Plaza 5200 Willson Rd Edina, MN 55424	Karen Allbright Jones Individual and Family Therapy 952-920-2459 5200 Willson Rd, Suite 205 Edina, MN 55424
Karen Brinkman	Karen Dean Johnson Licsw

New Perspective Counseling Chaska 612-720-5742	470 W 78th St. Chanhassen, MN 55317 952-934-9200
Kerry Fox Psychiatrist who sees children and adolescents 952-943-0836 11000 Prairie Lakes Dr, Ste 460 Eden Prairie, MN 55344	Kimberly Bateman Psychologist who sees children, young adults, and families 952-903-9214 6542 Regency Ln, Ste 213 Eden Prairie, MN 55344
Life INSIGHTS Kara Riedesel, MA 11900 Wayzata Blvd Suite # 132 Minnetonka, MN 55305 kara@lifeinsightsmn.com	Lou Bartholome Psychologist who works with people ages 14 and over 952-746-6174 6542 Regency Ln, Ste 204 Eden Prairie, MN 55344
Polly Bayrd (also known as Mary J. Bayrd) Psychologist who sees children, adolescents, and families 952-903-9203 6542 Regency Ln Eden Prairie, MN 55344	Richard Scanlon Psychologist 612-669-3759 6542 Regency Ln, Ste 212 Eden Prairie, MN 55344
Tim Balke Therapist 952-285-5533 3209 W 76th St, Ste 204 Edina, MN 55435	Vicky R. Stachura Psychologist who sees children and adolescents 952-944-3161 250 Prairie Center Dr Eden Prairie, MN 55344

Documentation Procedures

Restrictive Procedures Reporting Form

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, on the Restrictive Procedures Reporting Form which meets the documentation requirements under Minnesota Statute § 125A.0942, subd. 3(4) (see Appendix C). This information includes:

- A description of the incident that led to the physical holding;
- Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
- The time the physical holding began and the time the child was released; and
- A brief record of the child's behavioral and physical status.

Wayzata Public Schools shall make reasonable efforts to notify the parent on the same day by the parents preferred method when a restrictive procedure is used in an emergency. Parent preferred method of communication in the event of the use of a restrictive procedure will be discussed and noted in the IEP/PBSP at least annually at the IEP meeting if the possibility of restrictive procedures in the case of an emergency are written into a student's IEP/PBSP (consistent with statute § 125A.0942, Subd. 2 (f)). If the school is unable to provide same-day notice, notice will be sent by written or electronic means or as otherwise indicated by the parent.

If used **twice within 30 days** or when a pattern emerges, and it's NOT already included in student's IEP or PSBP, the district must hold an IEP team meeting of the team to conduct a review of the Functional Behavior Assessment data and consider developing or revising the behavioral interventions and supports.

The use of restrictive procedures in emergency situations will be documented on the Restrictive Procedure Reporting Form located in SpEd forms. This form should be completed as soon as possible after an incident has occurred, no later than 48 hours after the incident has occurred. Once completed, the form will be sent via google form to the building and district administrators and a copy of the form should be placed in the student's special education file. A Restrictive Procedure Reporting Form must be completed every time a restrictive procedure is used.

Restrictive Procedures Staff Debriefing Form

Each time a restrictive procedure is used, a debriefing with the staff members involved in the procedure will be scheduled. Within 48 hours of any restrictive procedure, all staff members involved in the restrictive procedure will debrief. Each time physical holding is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing with *case manager, coordinator/supervisor, BCBA and building administration*, within *48 hours* after the incident concludes.

The post-use debriefing will review the requirements for use of restrictive procedures to ensure that staff has implemented them according to the standards in Minnesota Statute § 125A.0942: the form was completed correctly, staff is able to talk through their feelings surrounding the incident, and action-plans are generated. Should the post-use debriefing indicate that uses of restrictive procedures were not used appropriately, Wayzata Public Schools School staff will contact the Building Administrator and Supervisor immediately and will review the following requirements to ensure the physical holding was used

appropriately*:* The restrictive procedures form; Student's current IEP; Student's Functional Behavioral Assessment (FBA) or Positive Behavior Support Plan (PBSP) .

The following will be considered:

- Whether the physical holding was used in an emergency
- Whether the physical holding was the least intrusive intervention that effectively responds to the emergency
- Whether the physical holding was used to discipline a noncompliant child
- 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
- Whether the staff directly observed the child while physical holding was being used.
- Whether the documentation was completed correctly
- Whether the parents were properly notified
- Whether an IEP team meeting needs to be scheduled
- Whether the appropriate staff used physical holding
- Whether the staff that used physical holding was appropriately trained

District Oversight Committee

Review Procedures

Wayzata Public Schools will monitor and review the use of restrictive procedures in the following manner: The Districtwide Restrictive Procedures Oversight Committee (RPOC) will review and analyze the data collected regarding the use of restrictive procedures within each special education program and within the district as a whole. The RPOC will also analyze building and program trends with respect to restrictive procedures, restrictive procedures trends related to students' race and other demographic data, and make recommendations for new or ongoing staff training. In addition the District Oversight Committee meets quarterly to review completed forms and data.

In the case of a student with a disability, due process and documentation requirements will be followed by a minimum of one time per year during annual IEP meetings.

Wayzata Public Schools 's oversight committee will review the following:

- The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of the week, duration of the use of restrictive procedures, the individuals involved, or other factors associated with the use of restrictive procedures.
- The number of times a restrictive procedures is used school wide 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 non-emergency situations
- The need for additional staff training; and
- Proposed actions to minimize the use of restrictive procedures.

Wayzata's Restrictive Procedure Oversight committee (RPOC) meets quarterly on the first Thursday of October,January, April and June from 1:30-2:15 pm. This team reviews the restrictive procedures data and helps to address all training and concerns noted by the team. Trainings are specific to meet program needs.