

Agamim Classical Academy Restrictive Procedures Plan

The purpose of this restrictive procedures plan is to provide helpful guidance and a documentation model including the required data elements for compliance with special education restrictive procedures requirements.¹

Law	Restrictive Procedures Plan
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 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.
Definition found at Minnesota Statutes, section 125A.0941(f)	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.
Definition found at Minnesota Statutes, section 125A.0941(b)	An emergency means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances 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.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 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 BIP
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(1)	I. Agamim Classical Academy intends to use the following restrictive procedures:

¹ Italicized language will be found throughout this document and indicates guidance to assist the education community in completing a Restrictive Procedures Plan.

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<p>Definition found at Minnesota Statutes, section 125A.0941(c)</p>	<p>A. Physical holding:</p> <ol style="list-style-type: none"> 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.
<p>Definition found at Minnesota Statutes, section 125A.0941(c)</p>	<ol style="list-style-type: none"> 2. The term physical holding does not mean physical contact that: <ol style="list-style-type: none"> 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. Agamim intends to use the following types of physical holding: <ol style="list-style-type: none"> a) CPI Children's Control Position is a physical hold that is designed to be used with a student that is smaller than the adult. Additional staff need to be present to assist the adult implementing the hold, monitor the safety of the student and staff and take other safety precautions as necessary. b) CPI Team Control Position is a physical hold that is used to manage students who have become dangerous to themselves or others. Two staff hold the individual and additional staff assess the student and staff for signs of distress and take other safety measures as necessary. c) CPI Transport is a physical hold that is a temporary, upright position that is used when the student is calm and needs to be moved to a safer place. Two staff assist with this position, one on either side of the student, with additional staff support as needed. d) CPI Physical Holding in a Standing Position is a physical hold that can include lower-level holding with one person placing their hands just above the elbows; a medium-level hold with two staff using the outside/inside principle of placing their inside arm to the inside of the student's arm and their outside arm holding the students arm just above the elbow or a higher-level holding position using the outside/inside principle where staff grasp their own inside arm with their outside hand. e) CPI Physical Holding in a Seated Position uses the same outside/inside principles and levels of holding while all three individuals (two staff and the student) are all seated.

Law	Restrictive Procedures Plan
Definition found at Minnesota Statutes, section 125A.0941(g)	<p>B. Seclusion</p> <ol style="list-style-type: none"> 1. Seclusion means confining a child alone in a room from which egress is barred. 2. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room.
Definition found at Minnesota Statutes, section 125A.0941(g)	<ol style="list-style-type: none"> 3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.
	<ol style="list-style-type: none"> 4. Agamim does not intend to use seclusion procedures.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)	<p>II. Agamim Classical Academy will implement a range of positive behavior strategies and provide links to mental health services.</p>
Definition found at Minnesota Statutes, section 125A.0941(d)	<p>A. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.</p>

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<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)</p> <p>Encouragement found at Minnesota Statutes, section 125A.0942, Subdivision 6²</p>	<p>B. Agamim implements the following positive behavior strategies:</p> <ol style="list-style-type: none"> 1. Redirection 2. Correction 3. Allow student to go to safe place to relax/regroup 4. Planned ignoring 5. Verbal de-escalation 6. Crisis Prevention Intervention 7. Offer alternate activities 8. Offer sensory tools 9. Social skills/stories 10. Proximity control 11. Options Room

² Minnesota Statutes, section 125A.0942, Subd, 6 encourages school districts to establish effective school-wide systems of positive behavior interventions and supports.

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<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)</p>	<p>C. Agamim Classical Academy provides the following links to mental health services</p> <ol style="list-style-type: none"> 1. Hennepin County Children’s Mental Health Services http://www.hennepin.us/residents/health-medical/childrens-mental-health-services 2. Crisis Contact Resources http://walkin.org/client-resources http://www.mentalhealthmn.org/find-support/resource-list/crisis-lines 3. National Institute on Mental Health: http://www.nimh.nih.gov/index.shtml 4. National Alliance on Mental Health (NAMI) –Minnesota; Fact Sheets: http://www.namihelps.org/education/fact-sheets.html

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<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(3); <i>See also</i>, Minnesota Statutes, section 122A.09, Subdivision 4(k) and Minnesota Rule 8710.0300</p>	<p>III. Agamim Classical Academy will provide training on de-escalation techniques.</p> <p>A. Agamim provides the following training on using positive behavior interventions:</p> <ol style="list-style-type: none"> 1. Crisis Prevention Intervention Training for all staff on the Crisis Team and Special Education Teachers on an annual basis. 2. Ongoing training and coaching from external behavioral experts and in-house behavior specialists, who train the staff in de-escalating behaviors. 3. Annual training from Autism Spectrum Disorder (ASD) Consultant, as well as ongoing coaching. 4. Annual training from School Psychologist or Social Worker on positive behavior interventions, especially for de-escalation. <p>B. Agamim Classical Academy 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’s graduation standards:</p> <ol style="list-style-type: none"> 1. Annual, pre-service and ongoing training in classical education, direct instruction pedagogy, skill-grouping, curriculum adaptation, and data-driven instruction. 2. Annual, pre-service training in Special Education and Section 504 for General Educators, including how to accommodate and modify curriculum. 3. Training from ASD Consultant focusing on strategies to support students on the autism spectrum in the general education setting. 4. Training from ESL Consultant to provide staff with strategies for dually-identified students in the special end general education setting.
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)</p>	<p>IV. Agamim Classical Academy will monitor and review the use of restrictive procedures in the following manner:</p>

Law	Restrictive Procedures Plan
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(5)	<p>A. Documentation:</p> <ol style="list-style-type: none"> 1. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion will document, as soon as possible after the incident concludes, the following information: <ol style="list-style-type: none"> a) A description of the incident that led to the physical holding or seclusion, b) A description for why a less-restrictive measure failed or was determined by staff to be inappropriate or impractical, c) The date/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.
	<ol style="list-style-type: none"> 2. Attached, as Appendix A, is Agamim's form used to document the use of physical holding or seclusion.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)(i)	<p>B. Post-use debriefings, consistent with documentation requirements:</p> <ol style="list-style-type: none"> 1. Each time physical holding or seclusion is used, the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing with Miranda Morton, Executive Director and Amanda Wilmot, Special Education Director, within 48 hours after the incident concludes.
	<ol style="list-style-type: none"> 2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately: <ol style="list-style-type: none"> a) The physical hold was used in an emergency situation.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a) ³	
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision. 3(a)(1) ⁴	<ol style="list-style-type: none"> b) Whether the physical hold was the least-intrusive intervention to respond effectively to the emergency.

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

⁴ Minn. Stat. § 125A.0942, Subd. 3(a)(1) requires physical holding or seclusion be the least restrictive intervention that effectively responds to the emergency.

Law	Restrictive Procedures Plan
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(2) ⁵	c) Whether the physical hold was used to discipline a noncompliant child.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(3) ⁶	d) Whether the physical hold ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(4) ⁷	e) Whether the staff directly observed the child while physical holding was being used.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(5) ⁸	f) Whether the documentation was completed correctly.

⁵ Minn. Stat. § 125A.0942, Subd. 3(a)(2) requires physical holding or seclusion NOT be used to discipline a noncompliant child.

⁶ 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.

⁷ Minn. Stat. § 125A.0942, Subd. 3(a)(4) requires staff to directly observe the child while physical holding or seclusion is being used.

⁸ 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.

Law	Restrictive Procedures Plan
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(b) ⁹ and Minn. § 125A.0942, Subdivision 2(f) ¹⁰	g) Whether the parents were properly notified.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(c) ¹¹	h) Whether an IEP team meeting needs to be scheduled. *Staff must be trained that a meeting needs to be scheduled after two incidents of restraint for a child.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(a) ¹²	i) Whether the appropriate staff used physical holding or seclusion.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 5	j) Whether the staff that used physical holding or seclusion were appropriately trained.

⁹ 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.

¹⁰ 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.

¹¹ 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.

¹² 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	Restrictive Procedures Plan
	<p>3. If the debriefing meeting reveals that the use of the physical hold was not used appropriately, it will be addressed by the Oversight Committee where immediate corrective action will be taken, including, but not limited to, a review of positive intervention strategies and de-escalation techniques, a review of individual behavior plans if appropriate, a review Agamim’s CPI policy, and a retraining of staff if warranted.</p>
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(b)¹³</p>	<p>C. Oversight Committee Membership</p> <p>1. Agamim Classical Academy publicly identifies the following oversight committee members:</p> <ul style="list-style-type: none"> a) Doug Anderson, School Psychologist b) Kim Busse, ASD Specialist c) Amanda Wilmot, Special Education Director d) Miranda Morton, Executive Director e) Marcus Barrios, Behavior Specialist
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(4)(ii)¹⁴</p>	<p>2. Agamim Classical Academy’s Oversight Committee meets quarterly (at a minimum) during the following months of each school year:</p> <ul style="list-style-type: none"> a) September b) December c) February d) May

¹³ 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.

¹⁴ 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.

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<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision (1)(a)(4)(ii)</p>	<p>3. Agamim Classical Academy's Oversight Committee will review the following:</p> <ul style="list-style-type: none"> 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 nonemergency situations; e) The need for additional staff training; and f) Proposed actions to minimize the use of restrictive procedures.

Law	Restrictive Procedures Plan
<p>Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(5) and Subdivision 5</p>	<p>V. Agamim Classical Academy staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:</p> <p>A. Positive Behavioral Interventions</p> <p>Please see attached documentation—Appendix B—for each skills/knowledge area (including staff who attended, dates, certificates received, etc.).</p> <ol style="list-style-type: none"> 1. Nonviolent Crisis Prevention and Intervention (CPI) training: Annual basis, summer pre-service training for staff on the Crisis Team and Special Education Teachers. 2. Training and coaching from external behavioral experts and in-house behavior specialists, who train the staff in de-escalating behaviors: Minimum annual basis, summer pre-service training for staff and throughout the year. 3. Training from Autism Spectrum Disorder (ASD) Consultant: Minimum annual basis, summer pre-service training for staff and throughout the year. 4. Annual training from School Psychologist or Social Worker on positive behavior interventions, especially for de-escalation: Minimum annual basis, summer pre-service training for staff and throughout the year. <p>B. Communicative Intent of Behaviors</p> <p>Please see attached documentation—Appendix B—for each skills/knowledge area (including staff who attended, dates both for Initial training and refresher training, certificates received, etc.).</p> <ol style="list-style-type: none"> 1. CPI Certification Training: Initial Foundations—full eight hours 2. CPI Certification Training: Refresher—minimum of three hours 3. Ongoing coaching with Behavior Specialist
	<p>C. Relationship Building</p> <ol style="list-style-type: none"> 1. Growth Mindset Training with Behavior Specialist (annual, ongoing) 2. Autism Society of Minnesota ASD Training provided for all staff and students (annual)

Law	Restrictive Procedures Plan
	<p>D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. Occupational Therapist Training on Developing/Using a Sensory Room—as needed annually for all special education staff 3. Behavior Specialist Training on Developing/Using an Options Room—as needed annually for all staff 4. Special Education Director Training on Antecedent Analysis/FBA—as needed annually for special education case managers and other team members 5. Autism Consultant Training on Social Stories and Needs Assessment—as needed annually for special education staff 6. School Psychologist Training on Recognizing and Reducing Student Stress/Anxiety—as needed annually for all staff
	<p>E. De-Escalation methods</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. Occupational Therapist Training on Developing/Using a Sensory Room—as needed annually for all special education staff 3. Behavior Specialist Training on Developing/Using an Options Room—as needed annually for all staff 4. Special Education Director Training on Antecedent Analysis/FBA—as needed annually for special education case managers and other team members 5. Autism Consultant Training on Redirection, Other Activities, Recovery—as needed annually for special education staff 6. School Psychologist Training on Recognizing and Reducing Student Stress/Anxiety—as needed annually for all staff
	<p>F. Standards for using restrictive procedures only in an emergency</p> <ol style="list-style-type: none"> 1. Special Education Director Summer In-Service Training on restraint procedures plan for Agamim and an emergency use-only directive 2. Restraints/Seclusion Oversight Committee Team Meetings may include additional training as needed for the committee or for others in the school staff

Law	Restrictive Procedures Plan
	<p>G. Obtaining emergency medical assistance</p> <ol style="list-style-type: none"> 1. Special Education Director Summer In-Service Training on restraint procedures plan for Agamim and an emergency use-only directive 2. Restraints/Seclusion Oversight Committee Team Meetings may include additional training as needed for the committee or for others in the school staff
	<p>H. The physiological and psychological impact of physical holding and seclusion</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. School Psychologist/Social Worker Training on Impact of Holds and Seclusion—annually for Crisis Team and special education teachers (at a minimum)
	<p>I. Monitoring and responding to a child’s physical signs of distress when physical holding is being used</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. School Psychologist/Social Worker Training on Impact of Holds and Seclusion—annually for Crisis Team and special education teachers (at a minimum) 3. School Resource Officer Training on Recognizing and Responding to Child’s Signs of Distress (during a hold)—annually for Crisis Team and special education teachers (at a minimum)
	<p>J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. School Psychologist/Social Worker Training on Impact of Holds and Seclusion—annually for Crisis Team and special education teachers (at a minimum) 3. School Resource Officer Training on Recognizing and Responding to Child’s Signs of Distress (during a hold)—annually for Crisis Team and special education teachers (at a minimum)
	<p>K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and</p> <ol style="list-style-type: none"> 1. Special Education Director Summer In-Service Training on restraint procedures plan implementation and documentation for Agamim—all staff 2. Restraints/Seclusion Oversight Committee Team Meetings may include additional training as needed for the committee or for others in the school staff

Law	Restrictive Procedures Plan
	<p>L. Schoolwide programs on positive behavior strategies</p> <ol style="list-style-type: none"> 1. <i>Nonviolent Crisis Prevention and Intervention (CPI) training: Annual basis, summer pre-service training for staff on the Crisis Team and Special Education Teachers.</i> 2. Training and coaching from external behavioral experts and in-house behavior specialists, who train the staff in de-escalating behaviors: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i> 3. Training from Autism Spectrum Disorder (ASD) Consultant: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i> 4. Annual training from School Psychologist or Social Worker on positive behavior interventions, especially for de-escalation: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i>
<p>Prohibitions found at Minn. Stat. § 125A.0942, Subdivision 4(1-9)</p>	<p>VI. Agamim Classical Academy will never use the following prohibited procedures on a child:</p> <ol style="list-style-type: none"> A. Engaging in conduct prohibited under section 121A.58 (corporal punishment); B. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain; C. Totally or partially restricting a child’s senses as punishment; D. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment; E. 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; F. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors); G. Withholding regularly scheduled meals or water; H. Denying access to bathroom facilities; and I. 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.

APPENDIX B

Date/Time of Training, Staff Attended	<p>V. Agamim Classical Academy staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:</p> <p>A. Positive Behavioral Interventions</p> <p>Please see attached documentation—Appendix B—for each skills/knowledge area (including staff who attended, dates, certificates received, etc.).</p> <ol style="list-style-type: none"> 1. <i>Nonviolent Crisis Prevention and Intervention (CPI) training: Annual basis, summer pre-service training for staff on the Crisis Team and Special Education Teachers.</i> 2. Training and coaching from external behavioral experts and in-house behavior specialists, who train the staff in de-escalating behaviors: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i> 3. Training from Autism Spectrum Disorder (ASD) Consultant: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i> 4. Annual training from School Psychologist or Social Worker on positive behavior interventions, especially for de-escalation: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i>
A1.	
A2.	
A3.	
A4.	
B1.	<p>B. Communicative Intent of Behaviors</p> <p>Please see attached documentation—Appendix B—for each skills/knowledge area (including staff who attended, dates both for Initial training and refresher training, certificates received, etc.).</p> <ol style="list-style-type: none"> 1. CPI Certification Training: Initial Foundations—full eight hours 2. CPI Certification Training: Refresher—minimum of three hours 3. Ongoing coaching with Behavior Specialist
B2.	
B3.	
C1.	<p>C. Relationship Building</p> <ol style="list-style-type: none"> 1. Growth Mindset Training with Behavior Specialist (annual, ongoing) 2. Autism Society of Minnesota ASD Training provided for all staff and students (annual)
C2.	

D1.	<p>D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. Occupational Therapist Training on Developing/Using a Sensory Room—as needed annually for all special education staff 3. Behavior Specialist Training on Developing/Using an Options Room—as needed annually for all staff 4. Special Education Director Training on Antecedent Analysis/FBA—as needed annually for special education case managers and other team members 5. Autism Consultant Training on Social Stories and Needs Assessment—as needed annually for special education staff 6. School Psychologist Training on Recognizing and Reducing Student Stress/Anxiety—as needed annually for all staff
D2.	
D3.	
D4.	
D5.	
D6.	
E1.	<p>E. De-Escalation methods</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. Occupational Therapist Training on Developing/Using a Sensory Room—as needed annually for all special education staff 3. Behavior Specialist Training on Developing/Using an Options Room—as needed annually for all staff 4. Special Education Director Training on Antecedent Analysis/FBA—as needed annually for special education case managers and other team members 5. Autism Consultant Training on Redirection, Other Activities, Recovery—as needed annually for special education staff 6. School Psychologist Training on Recognizing and Reducing Student Stress/Anxiety—as needed annually for all staff
E2.	
E3.	
E4.	
E5.	
E6.	
F1.	<p>F. Standards for using restrictive procedures only in an emergency</p> <ol style="list-style-type: none"> 1. Special Education Director Summer In-Service Training on restraint procedures plan for Agamim and an emergency use-only directive 2. Restraints/Seclusion Oversight Committee Team Meetings may include additional training as needed for the committee or for others in the school staff
F2.	

G1.	<p>G. Obtaining emergency medical assistance</p> <ol style="list-style-type: none"> 1. Special Education Director Summer In-Service Training on restraint procedures plan for Agamim and an emergency use-only directive 2. Restraints/Seclusion Oversight Committee Team Meetings may include additional training as needed for the committee or for others in the school staff
G2.	
H1.	<p>H. The physiological and psychological impact of physical holding and seclusion</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. School Psychologist/Social Worker Training on Impact of Holds and Seclusion—annually for Crisis Team and special education teachers (at a minimum)
H2.	
I1.	<p>I. Monitoring and responding to a child’s physical signs of distress when physical holding is being used</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. School Psychologist/Social Worker Training on Impact of Holds and Seclusion—annually for Crisis Team and special education teachers (at a minimum) 3. School Resource Officer Training on Recognizing and Responding to Child’s Signs of Distress (during a hold)—annually for Crisis Team and special education teachers (at a minimum)
I2.	
I3.	
J1.	<p>J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used</p> <ol style="list-style-type: none"> 1. CPI Training—as needed annually for Crisis Team and special education teachers (at a minimum) 2. School Psychologist/Social Worker Training on Impact of Holds and Seclusion—annually for Crisis Team and special education teachers (at a minimum) 3. School Resource Officer Training on Recognizing and Responding to Child’s Signs of Distress (during a hold)—annually for Crisis Team and special education teachers (at a minimum)
J2.	
J3.	
K1.	<p>K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and</p> <ol style="list-style-type: none"> 1. Special Education Director Summer In-Service Training on restraint procedures plan implementation and documentation for Agamim—all staff 2. Restraints/Seclusion Oversight Committee Team Meetings may include additional training as needed for the committee or for others in the school staff
K2.	

L1.	<p>L. Schoolwide programs on positive behavior strategies</p> <ol style="list-style-type: none"> 1. <i>Nonviolent Crisis Prevention and Intervention (CPI) training: Annual basis, summer pre-service training for staff on the Crisis Team and Special Education Teachers.</i> 2. Training and coaching from external behavioral experts and in-house behavior specialists, who train the staff in de-escalating behaviors: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i> 3. Training from Autism Spectrum Disorder (ASD) Consultant: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i> 4. Annual training from School Psychologist or Social Worker on positive behavior interventions, especially for de-escalation: <i>Minimum annual basis, summer pre-service training for staff and throughout the year.</i>
L2.	
L3.	
L4.	