



## Department of Special Services

Farmington Area Public Schools

20655 Flagstaff Ave

Farmington, MN 55024

Phone (651) 463-5020

Fax (651) 463-5021

### ISD 192 Restrictive Procedures Plan

In compliance with the new Minnesota statutory provisions on physical holding and seclusion, **effective September 1st, 2024**, Farmington Public Schools, ISD 192 will implement the following Restrictive Procedures Plan. The district plan is a publicly accessible procedures plan for children, including:

- 1) A list of restrictive procedures Farmington Public Schools, ISD 192, 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 regarding positive behavior intervention support and the use of restrictive procedures.

An electronic or hard copy version of this plan can be requested by contacting the District Special Services Office at (651) 463-5020. A copy of this restrictive procedures plan will also be made available on the ISD 192 District website. For more information, contact Dana Strop, Director of Special Services, at [dstrop@farmington.k12.mn.us](mailto:dstrop@farmington.k12.mn.us) or at 421 Walnut Street, Farmington, MN 55024.

Minnesota Statute	Description
Minn. Stat. §125A.0942, Subd. 1	Schools that intend to use restrictive procedures are required to maintain and make publicly accessible restrictive procedures plan for children.
Minn. Stat. §125A.0941(f)	A restrictive procedure means 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 BIP.

**I. Farmington Public Schools, ISD 192 intends to use the following restrictive procedures.**

**Minn. Stat §125A.0942, Subd 1(1)**

**A. Physical Holding:**

- a. 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, and where immobilization is used to effectively gain control of a child in order to protect the child or other person from injury

Minn. Stat. §125A.0941(c)

- b. The term physical holding does not mean physical contact that:

- i. Helps a child respond or complete a task;
- ii. Assists a child without restricting the child's movement;
- iii. Is needed to administer an authorized health-related service or procedure or
- iv. Is needed to physically escort a child when the child does not resist or the child's resistance is minimal

Minn. Stat. §125A.0941(c)

- c. Farmington Public Schools, ISD 192 intends to use the following types of physical holding:

- i. Crisis Prevention Institute's (CPI) Children's Seated Holding
- ii. Crisis Prevention Institute's (CPI) Team Control Position
- iii. Crisis Prevention Institute's (CPI) Children's Standing Position
- iv. Crisis Prevention Institute's (CPI) Seated Holding
- v. Crisis Prevention Institute's (CPI) Standing Holding

**B. Seclusion**

- a. Seclusion means confining a child alone in a room from which egress is barred.
- b. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room
- c. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion

Minn. Stat. §125A.0941(g)

- d. Farmington Public Schools, ISD 192 does not intend to use seclusion.

**II. Farmington Public Schools will monitor and review the use of restrictive procedures in the following manner:**

**Minn. Stat. §125A.0942, Subd. 1(2)**

**A. Documentation:**

- a. Each time physical holding is used, the staff person who implements or oversees the physical holding 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;
  - ii. Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
  - iii. The time the physical holding began and the time the child was released; and

- iv. A brief record of the child's behavioral and physical status  
Minn. Stat. §125A.0942, Subd. 3(a)(4)

B. Farmington Public Schools, ISD 192 forms used to document the use of physical holding and seclusion are part of the Sp Ed Forms documentation. (See Appendix A)

C. *Post-use de-briefings:*

- a. Each time physical holding or seclusion is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing within 2 days with the following:
  - (1) An Administrator and
  - (2) All staff involved in the physical holding.  
Minn. Stat. §125A.0942, Subd. 1(2)
- b. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately (See Appendix B)
  - i. Whether physical holding or seclusion was used in an emergency  
Minn. Stat. §125A.0942, Subd. 3 (a)
  - ii. Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency  
Minn. Stat. §125A.0942, Subd. 3(a)(1)
  - iii. Whether the physical holding or seclusion was used to discipline a noncompliant child  
Minn. Stat. §125A.0942, Subd. 3(a)(2)
  - iv. Whether the physical holding or seclusion ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity  
Minn. Stat. §125A.0942, Subd. 3(a)(3)
  - v. Whether the staff directly observed the child while physical holding or seclusion was being used  
Minn. Stat. §125A.0942, Subd. 3(a)(4)
  - vi. Whether the documentation was completed correctly  
Minn. Stat. §125A.0942, Subd. 3(a)(5)
  - vii. Whether the parents were correctly notified  
Minn. Stat §125A.0942, Subd. 2(b)  
Minn. Stat §125A.0942, Subd. 2(d)
  - viii. Whether an IEP team meeting needs to be scheduled  
Minn. Stat §125A.0942, Subd. 2(c)
  - ix. Whether the appropriate staff used a physical hold  
Minn. Stat §125A.0942, Subd. 2(a)
  - ix. Whether the staff that used physical holding was appropriately trained  
Minn. Stat §125A.0942, Subd. 5
- c. If the post-use debriefing reveals that physical holding or seclusion was not used appropriately, Farmington Public Schools, ISD 192 will ensure immediate corrective action is taken.

**D. Oversight Committee**

- a. Farmington Public Schools, ISD 192 oversight committee consists of the following Individuals:
  - i. Special Education Administrator
  - ii. General Education Administrator
  - iii. Special Education Teacher (licensed EBD or ASD)
  - iv. School Psychologist
- b. Farmington Public Schools, ISD 192 oversight committee will meet the last Tuesday of each trimester within the school year calendar and once during the last week of the summer extended school year (ESY).
- c. Farmington Public Schools, ISD 192 oversight committee will monitor the following:
  - i. Conduct a review of the use of restrictive procedures based on patterns or problems indicated by similarities in the time of the 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;
  - ii. The number of times a restrictive procedure is used school-wide and for individual children;
  - iii. The number and types of injuries, if any, resulting from the use of restrictive procedures;
  - iv. Whether restrictive procedures are used in nonemergency situations;
  - v. The need for additional staff training;
  - vi. Proposed actions to minimize the use of restrictive procedures
  - vii. Document training staff have completed

**III. Farmington Public Schools, ISD 192 provides training in the following skills and knowledge areas: Minn. Stat. §125A.0942, Subd. 1(3) and Subd. 5**

**A. Positive behavioral interventions**

- a. CPI training entitled: Crisis Development Model
- b. CPI training entitled: Verbal Intervention

**B. Communicative intent of behaviors**

- a. CPI training entitled Crisis Development Model
- b. CPI training entitled: Nonverbal Behavior
- c. CPI training entitled: Proxemics and Kinesics
- d. CPI training entitled: Paraverbal Communication
- e. CPI training entitled: Verbal Escalation Continuum

**C. Relationship building**

- a. CPI training entitled: Crisis Development Model,
- b. CPI training entitled: Nonverbal Behavior,
- c. CPI training entitled: Paraverbal Communication,
- d. CPI training entitled: Precipitating Factors, Rational Detachment

- D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior*
  - a. CPI training entitled: Crisis Development Model
  - b. CPI training entitled: Nonverbal Behavior
  - c. CPI training entitled: Paraverbal Communication
  - d. CPI training entitled: Precipitating Factors, Rational Detachment
- E. De-Escalation method*
  - a. CPI training entitled: Crisis Development Model
  - b. CPI training entitled: Postvention
- F. Standards for using restrictive procedures*
  - a. CPI training entitled: Personal Safety Techniques
  - b. CPI training entitled: Non-violent Crisis Intervention and Team Intervention
- G. Obtaining emergency medical assistance*
  - a. Farmington Public Schools Protocol for Contacting Emergency Medical Assistance
- H. The physiological and psychological impact of physical holding and seclusion*
  - a. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention
  - b. CPI training entitled: Postvention
- I. Monitoring and responding to a child's physical signs of distress when physical holding is being used*
  - a. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention
  - b. CPI training entitled: Postvention
- J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used*
  - a. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention
- K. Timely reporting - District Policies & Procedures*
  - a. Use of Restrictive Procedures form will be completed no later than the next working day
  - b. Parents will be notified the same day as the incident
  - c. Forms will be completed and sent to building & Special Education Administrators no later than the next working day
- L. School-wide programs on positive behavior strategies*
  - a. Farmington Public Schools uses the following practices and procedures in their elementary schools to teach expected behaviors and provide additional positive support to students requiring further intervention:
    - i. Superflex: A Superhero Social Thinking Curriculum

- ii. Skill Streaming The Elementary School Child
  - iii. Navigating the Social World
  - iv. Thinking About You Thinking About Me
  - v. Think Social: A Social Thinking Curriculum
  - vi. Brain Gym
  - vii. Zones of Regulation
  - viii. Seven Mindsets
  - ix. Conscious Discipline
  - x. Everyday Speech
  - xi. Responsive Classroom
  - xii. PBIS
  - xiii. Be Good People
- b. Farmington Public Schools uses the following practices and procedures in their secondary schools to teach expected behaviors and provide additional positive supports to students requiring further intervention:
- i. Skill streaming the Adolescent
  - ii. Above the Line
  - iii. Social Skills Activities for the Secondary Students
  - iv. Life Skills Activities for the Secondary Students
  - v. Social Behavior Mapping connecting behavior, emotions and consequences across the day
  - vi. Thinking Social: A Social Thinking Curriculum for School-age Students
  - vii. Let's Talk Emotions
  - viii. Everyday Speech
  - ix. PBIS
  - x. 7 Mindsets
  - xi. Human Connection Hub

Farmington Public Schools maintains a record of staff trained in Nonviolent Crisis Intervention and the organization or professional that conducted the training.

#### **IV. Farmington Public Schools, ISD 192 is committed to using positive behavioral interventions and supports.**

##### *A. Positive behavioral interventions and supports:*

- a. Positive behavioral interventions and supports mean interventions and strategies to improve the school environment and teach children the skills to behave appropriately.  
Minn. Stat. §125A.0942, Subd 6
- b. Some buildings in the District participated in the statewide Positive Behavior Interventions and Supports (PBIS) Training.
- c. All schools participate in using positive behavior interventions and promote/recognize positive behavior in the schools.

##### **B. Farmington Public Schools, ISD 192 provides the following links to mental health services:**

- a. Minnesota Association for Children's Mental Health - [www.macmh.org](http://www.macmh.org)
- b. National Alliance on Mental Illness (NAMI) Minnesota Chapter - [www.namihelps.org](http://www.namihelps.org)

- c. Dakota County Collaborative Children and Family Resource -  
<http://www.co.dakota.mn.us/healthfamily/findjob/jobsearchresources/documents/dakotacountyresourcedirectory.pdf>
- d. Co-located mental health services through the Associated Clinic of Psychology (ACP)

**V. Farmington Public Schools, ISD 192 will never use the following prohibited procedures on a child:**

**Minn. Stat. §125A.0942, Subd. 4(1-9)**

- 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 Chapter 260E.
- 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.
- J. Prone Restraint
- K. The use of seclusion on children from birth through grade 3 by September 1, 2024

**Appendix A: Restrictive Procedures Forms**

See Attachment: ISD 192 Restrictive Procedures Forms.pdf