



Special Education Services

ISD 192 Restrictive Procedures Plan

In compliance with the new Minnesota statutory provisions pertaining to physical holding and seclusion effective August 01, 2011, the following *Restrictive Procedures Plan* will be implemented by Farmington Public Schools, ISD 192. 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 in regard to positive behavior intervention supports and use of restrictive procedures.

An electronic version 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 Kim Chalmers, Director of Special Services at kchalmers@farmington.k12.mn.us or at 510 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 a 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:

1. 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)

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

Minn. Stat. §125A.0941(c)

3. Farmington Public Schools, ISD 192 intends to use the following types of physical holding:
 - a. Crisis Prevention Institute's (CPI) Children's Control Position
 - b. Crisis Prevention Institute's (CPI) Team Control Position
 - c. Crisis Prevention Institute's (CPI) Transport Position
 - d. Crisis Prevention Institute's (CPI) Interim Control Position

B. Seclusion:

1. Seclusion means confining a child alone in a room from which egress is barred.
Minn. Stat. §125A.0941(g)
2. 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)
3. 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)
4. 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:

1. 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:



- a. A description of the incident that led to the physical holding;
- b. Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
- c. The time the physical holding 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. 3(a)(4)

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

B. Post-use de-briefings:

1. 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)

2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately: (See Appendix B)
 - a. Whether the physical holding or seclusion was used in an emergency
Minn. Stat. §125A.0942, Subd. 3 (a)
 - b. 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)
 - c. Whether the physical holding or seclusion was used to discipline a noncompliant child
Minn. Stat. §125A.0942, Subd. 3(a)(2)
 - d. 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)
 - e. Whether the staff directly observed the child while physical holding or seclusion was being used
Minn. Stat. §125A.0942, Subd. 3(a)(4)
 - f. Whether the documentation was completed correctly
Minn. Stat. §125A.0942, Subd. 3(a)(5)
 - g. Whether the parents were correctly notified
*Minn. Stat §125A.0942, Subd. 2(b) and
Minn. Stat §125A.0942, Subd. 2(d)*
 - h. Whether an IEP team meeting needs to be scheduled
Minn. Stat §125A.0942, Subd. 2(c)
 - i. Whether the appropriate staff used a physical hold
Minn. Stat §125A.0942, Subd. 2(a)
 - j. Whether the staff that used physical holding was appropriately trained



Minn. Stat §125A.0942, Subd. 5

3. If the post-use debriefing reveals that the use of physical holding or seclusion was not used appropriately, Farmington Public Schools, ISD 192 will ensure immediate corrective action is taken.

C. Oversight Committee

1. Farmington Public Schools, ISD 192 oversight committee consists of the following individuals:
 - a. Special Education Administrator
 - b. General Education Administrator
 - c. Special Education Teacher (licensed EBD or ASD)
 - d. School Psychologist
2. 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).
3. Farmington Public Schools, ISD 192 oversight committee will monitor the following:
 - a. 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;
 - 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;
 - f. Proposed actions to minimize the use of restrictive procedures
 - g. 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

1. CPI training entitled: Crisis Development Model
2. CPI training entitled: Verbal Intervention

B. Communicative intent of behaviors

1. CPI training entitled Crisis Development Model
2. CPI training entitled: Nonverbal Behavior
3. CPI training entitled: Proxemics and Kinesics
4. CPI training entitled: Paraverbal Communication



5. CPI training entitled: Verbal Escalation Continuum

C. Relationship building

1. CPI training entitled: Crisis Development Model,
2. CPI training entitled: Nonverbal Behavior,
3. CPI training entitled: Paraverbal Communication,
4. CPI training entitled: Precipitating Factors, Rational Detachment

D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior

1. CPI training entitled: Crisis Development Model
2. CPI training entitled: Nonverbal Behavior
3. CPI training entitled: Paraverbal Communication
4. CPI training entitled: Precipitating Factors, Rational Detachment

E. De-Escalation methods

1. CPI training entitled: Crisis Development Model
2. CPI training entitled: Postvention

F. Standards for using restrictive procedures

1. CPI training entitled: Personal Safety Techniques
2. CPI training entitled: Non-violent Crisis Intervention and Team Intervention

G. Obtaining emergency medical assistance

1. Farmington Public Schools Protocol for Contacting Emergency Medical Assistance

H. The physiological and psychological impact of physical holding and seclusion

1. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention
2. CPI training entitled: Postvention

I. Monitoring and responding to a child's physical signs of distress when physical holding is being used

1. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention
2. CPI training entitled: Postvention

J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used

1. CPI training entitled: Non-violent Physical Crisis Intervention and Team Intervention

K. Timely reporting – District Policies & Procedures

1. Use of Restrictive Procedures form will be completed no later than the next working day
2. Parents will be notified the same day as the incident
3. 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*

1. *Farmington Public Schools uses the following practices and procedures in their elementary schools to teach expected behaviors and provide additional positive supports to students requiring further intervention:*
 - i. *Responsive Classroom*
 - ii. *Above the Line*
 - iii. *Superflex: A Superhero Social Thinking Curriculum*
 - iv. *Skill Streaming The Elementary School Child*
 - v. *Navigating the Social World*
 - vi. *Thinking About You Thinking About Me*
 - vii. *Think Social: A Social Thinking Curriculum*
 - viii. *Strong Kids*
 - ix. *Brain Gym*
2. *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*

Farmington Public Schools maintain a record of staff that has been 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:*

1. 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
2. Some buildings in the District participated in the statewide Positive Behavior Interventions and Supports (PBIS) Training.
3. 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:

1. Minnesota Association for Children's Mental Health- www.macmh.org
2. National Alliance on Mental Illness (NAMI) Minnesota Chapter- www.namihelps.org



3. Dakota County Collaborative Children and Family Resource-
<http://www.co.dakota.mn.us/healthfamily/findjob/jobsearchresources/documents/dakotacountyresourcedirectory.pdf>
4. Co-located mental health services through 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 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 A: Restrictive Procedures Forms

See Attachment: ISD 192 Restrictive Procedures Forms.pdf



Independent School District 192
510 Walnut Street
Farmington MN 55024-1284

Use of Restrictive Procedures: Physical Holding

Student: Johnny Test ID: 333333333333 Date: _____

School: Farmington High School Grade: _____ DOB: 01/01/2001

Gender: _____ Primary Disability: _____

Part A. Is the student Hispanic/Latino? Part B. What is the student's race? *(Choose one or more)*

Yes No

American Indian or Alaska Native

Asian

Black or African American

White

Native Hawaiian or Other Pacific Islander

Directions: The staff person who implemented or oversaw a physical hold must complete this form each time a physical hold is utilized.

Staff involved: _____

Person completing this form: _____ Position: _____ Phone: _____

EMERGENCY

Was physical holding used to protect student or others from physical injury? Yes No

Description of the emergency situation:

Description of the incident that led to physical holding:

PHYSICAL HOLDING

Description of the physical holding and a brief description of the student's behavioral and physical status:

Was physical holding the least intrusive intervention to effectively respond to the emergency? Yes No

Explain why a less restrictive intervention failed or was determined to be inappropriate or impractical:

Did the physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? Yes No

Explain:

Did staff directly observe the child during the physical hold: Yes No

Explain:

Time physical hold began: Ended: Total Time:

PARENT NOTIFICATION

Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.

Parent:

Date: Time:

Notified by:

How notified:



Independent School District 192
510 Walnut Street
Farmington MN 55024-1284

Use of Restrictive Procedures: Seclusion

Student: Johnny Test ID: 33333333333333 Date: _____

School: Farmington High School Grade: _____ DOB: 01/01/2001

Gender: _____ Primary Disability: _____

Part A. Is the student Hispanic/Latino? Part B. What is the student's race? (*Choose one or more*)

Yes No

American Indian or Alaska Native

Asian

Black or African American

White

Native Hawaiian or Other Pacific Islander

Directions: Complete this form whenever a seclusion is used. All students must be monitored by an adult at all times. End the intervention when the threat of harm ends and staff determine that the student can safely return to the classroom or activity. A debriefing meeting must be held within two (2) days and a Staff Debriefing Meeting form completed.

Staff involved: _____

Signature of person completing this form: _____

Phone: _____

Position: _____

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EMERGENCY

Was seclusion used to protect student or others from physical injury?

Yes No

Description of the emergency situation:

Description of the incident that led to seclusion:

SECLUSION

Location of seclusion room:

- Did the room meet the requirements of a room used for seclusion? Yes No
Was the room well lit, well ventilated, adequately heated and clean? Yes No
Did the room contain objects that a student may use to injure themselves or others? Yes No

Brief description of the student's behavior and physical status during seclusion:

Was seclusion the least intrusive intervention to effectively respond to the emergency? Yes No

Explain why a less restrictive intervention failed or was determined to be inappropriate or impractical:

Did the seclusion end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity: Yes No

Explain:

Did staff directly observe the child during the seclusion: Yes No

Explain:

Time seclusion began: Ended: Total Time: **minutes**

PARENT NOTIFICATION:

Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.

Parent: Date: 12/31/69 Time: 4:00pm

Notified by:

How notified:



Appendix B: ISD 192 PBIS Action Plans

See Attachment: ISD 192 Post Debriefing Form



Independent School District 192
510 Walnut Street
Farmington MN 55024-1284

STAFF DEBRIEFING MEETING

Date of Incident: _____

Date of Debriefing: _____

Student: Johnny Test

ID: 333333333333

DOB: 1/1/2001

School: Farmington High School

Grade: _____

Student was on an IEP: Yes No

Was IEP implemented correctly? Yes No

Was a BIP in place: Yes No

Was BIP implemented correctly? Yes No

Identify the antecedents, triggers and proactive interventions used prior to escalation:

Briefly describe the impact of these less restrictive interventions:

What behavior necessitated the use of a restrictive procedure?

Describe student and staff behavior during the incident:

What actions helped or didn't help?

Describe the procedure used to return the student to his/her routine activity:

Was the hold/seclusion the response to an emergency situation? Yes No

Was the hold/seclusion the least restrictive intervention? Yes No

Did the hold/seclusion end when the threat of harm ended? Yes No

Is corrective action needed? Yes No

Is the behavior likely to reoccur? Yes No

Follow-up action to prevent the need for future use of restrictive procedures:

Behavior History:

Other restrictive procedures used in the last 4 weeks: Yes No

Restrictive procedures used twice in a month: Yes No

Does the team see this as a pattern? Yes No

Does the child's IEP team need to meet? Yes No

Staff Attending Debriefing (should include one individual not involved in the incident)

(Facilitator)

