



Physical Restraint Policy

1. Introduction

It is the policy of HCCPS to promote a safe and productive workplace and educational environment for its employees and students and to ensure that every student in HCCPS is free from the use of physical restraint in compliance with the applicable Department of Elementary and Secondary Education regulations.

Accordingly, school personnel shall administer a physical restraint only as a last resort when it is needed to protect a student and/or a member of the school community from imminent, serious, physical harm. When a physical restraint needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of the physical restraint.

This policy shall not be construed to limit the protection afforded to students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, this policy shall not be construed to preclude any teacher, employee or agent of HCCPS from using reasonable and necessary force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The Director of Teaching and Learning will develop written procedures and guidelines related to this policy identifying: (1) appropriate responses to student behavior that may require immediate intervention; and (2) alternative methods that should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, including alternative methods in emergency situations that avoid resorting to physical restraint.

1. Physical Restraint Procedures

Definitions

Consent shall mean agreement by a parent/guardian who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent/guardian understands and agrees in writing to the carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time.

Mechanical restraint shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician and consented to in writing by the parent/guardian of the student.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. The use of medication restraint is prohibited unless explicitly authorized by a physician and consented to by the parent/guardian of the student.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. The term physical restraint does not include prone restraint, mechanical restraint, or medication restraint. Additionally, physical restraint does not include: providing brief physical contact, without force, to promote student safety or limit self injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint shall mean a restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. The use of prone restraint is expressly prohibited.

Restraint shall mean limitation on a student's physical movement using force against the student's resistance.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented, or reasonably believes he or she will be prevented, from leaving. Seclusion does not include a timeout. The use of seclusion is expressly prohibited.

Timeout shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During timeout, a student shall not be involuntarily confined and must be



continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. Timeout shall cease as soon as the student has calmed or when thirty (30) minutes have passed, whichever event is earlier. The preference is for timeout to be implemented within a classroom. Any space utilized for timeout outside of a classroom must be approved by the Office of Student Services before it is utilized.

2. Alternatives To Physical Restraint

HCCPS works to foster strong, healthy relationships between faculty/staff and students. Central to the mission of HCCPS is to create and sustain a strong community. This is achieved through a host of structures that include: regular morning meetings; mixed age groupings; weekly All School assemblies; proactive teaching and modeling of positive behavioural expectations; direct teaching of social skills by classroom teachers, speech and language teachers, and the school counselor. In addition, the school provides school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

In addition, grade specific Student Support Teams (SST) meet weekly and include regular and special education teachers, the school counselor, occupational therapist, speech and language therapist, and administration. The purpose of these weekly meetings is to plan appropriate interventions and supports for students. For any student with a history of significant emotional/behavior including at risk behavior (harm to self and/or others) and/or a student who required a physical restraint, the Team develops a safety behavior intervention plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings (at least 2x monthly), etc. for the purpose of assessing progress and making necessary adjustments. School staff should utilize the school district's various tools to help students who are exhibiting aggressive behavior.

Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

The following strategies are utilized to help students manage behavior, de-escalate potentially dangerous behavior occurring among groups of students or with an individual student, and maintain a safe and secure school environment:

- Time Out: Students who are removed from class activities, whether directed to do so or by their own volition, must be supervised during this “time out”, Time out may take place in the classroom or in a different location . Alternate locations for time out must be safe and appropriate to calming. Time out lasting more than half of the school day will be considered an In School Suspension, regardless of whether the student chose to leave or was told to do so by staff.
- Physical Escort: Physical escort is not considered to be physical restraint. Physical escort is defined as a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.
- Remove Other Students: If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

Other restraint preventions designed to prevent student violence, self-injurious behavior and suicide include:

- Active listening
- Use of a low non-threatening voice
- Limiting the number of adults providing direction to the student
- Offering the student a choice
- Not blocking the student's access to an escape route
- Suggesting possible resolutions to the student
- Verbal prompt - A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
- Physical Redirection -A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.



3. Use of Restraint

If all other lawful and less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used as a last resort.

In other words, a physical restraint can only be used as a last resort in an emergency when a student's behavior poses a threat of imminent, serious physical harm to himself or herself or others, and the student does not respond to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances.

Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. A physical restraint may only be administered by school personnel who have been properly trained in the use of physical restraint.

Other Limitations on the Use of Restraint

The following practices are expressly prohibited: (i) use of restraint inconsistent with the provisions set forth above; (ii) use of physical restraint as a means of discipline or punishment, as a response to the destruction of property or disruption of school order, as a response to a student's refusal to comply with a school rule or staff directive, or as a response to verbal threats when those actions do not constitute a threat of imminent, serious, physical harm; (iii) use of prone restraint; (iv) use of mechanical restraint; (v) use of medication restraint that has not been approved by a physician or consented to by the student's parent/guardian; (vi) use of restraint when a student cannot be safely restrained; and (vii) continued use of restraint when a student indicates that he or she cannot breathe, or appears to be in severe distress (including but not limited to: difficulty breathing, sustained or prolonged crying and coughing).

Restraint may not be included as a planned response in an IEP.

4. Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received either the in-depth or basic training as detailed herein. Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed herein, and shall discontinue the restraint as soon as possible.

All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself/herself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

It should be noted, however, that these training requirements shall not preclude a teacher, employee or agent of the school from using reasonable and necessary force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

5. Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color, temperature and respiration. Any and all restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to himself, herself or others.

Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. If, at any time during a physical restraint the student demonstrates difficulty breathing or significant physical distress, including but not limited to, trouble breathing or prolonged coughing or crying, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance. School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student, as well as known or suspected trauma history.



At any time during the administration of a physical restraint, school personnel may take steps to seek medical assistance if it appears that the student is demonstrating significant physical distress.

6. Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the Director of Teaching and Learning or his or her designee shall implement the follow-up procedures: (1) review the restraint with the student to address the behavior that precipitated the restraint; (2) review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; (3) follow-up should occur with students who witnessed the incident, including teacher debrief, counselor debrief or the use of restorative practices; and (4) written notification of the restraint should be sent to the Office of Student Services and the immediate supervisor of the Director of Teaching and Learning.

7. Reporting Requirements

Every use of physical restraint shall be documented in writing and reported to Director of Teaching and Learning including the name of the student restrained. The Director of Teaching and Learning of the school shall maintain on-going records of all reported instances of physical restraint.

The school staff member who administers a physical restraint that results in an injury to a student shall verbally inform the Director of Teaching and Learning or his/her designee of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report shall be completed and provided to the Director of Teaching and Learning for review of the use of restraint no later than the next working day after the restraint was administered. If the Director of Teaching and Learning has administered the restraint, he or she shall prepare the report and submit it to the Board of Trustees for a team designated to review it by the Board of Trustees.

The Director of Teaching and Learning or his/her designee shall verbally inform the student's parents/guardians of any physical restraint as soon as possible but no later than twenty-four (24) hours after the use of restraint, and by a written report postmarked no later than three (3) school working days following the use of the physical restraint. The Director of Teaching and Learning shall provide the student and the parent/guardian an opportunity to comment in writing on the use of the restraint and on information in the written report.

The Director of Teaching and Learning shall convene a student support team to make an assessment of an individual student's needs if a student has been restrained on two (2) separate occasions within a seven (7) day period or three (3) times within a thirty (30) day period. Members of the student support team shall participate in the assessment. Each member of the student support team shall read written reports of restraint and any comments provided by the student and parent/guardian about such reports and the use of the restraints. In addition to review and discussion of such reports by the student support team, the assessment shall include an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved. The assessment shall conclude with a plan for addressing any factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions, as appropriate, with the goal of reducing or eliminating the use of restraint in the future. The Director of Teaching and Learning shall ensure that a record of each individual student reviewed by the student support team is maintained and made available for review by the Department of Elementary and Secondary Education, upon request.

The Director of Teaching and Learning shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The Director of Teaching and Learning shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management practices and procedures, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

8. Training Requirements

1. All Program Staff

Within the first month of each school year, the Director of Teaching and Learning shall provide all program staff with training on restraint prevention and behavior support, the requirements of when restraint is used and this policy.

Additionally, for all new school employees that are hired after the start of the school year, the Director of Teaching and Learning shall within the first month of their employment provide the



new employees with training on this policy. The training shall consist of the following: (a) this policy and related procedures and guidelines developed by the Director of Teaching and Learning; (b) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances, including use of time-out as a behavior support strategy distinct from seclusion; (c) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration; (d) administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student, including known or suspected trauma history; (e) the role of the student, staff and family in preventing use of restraint; and (f) identification of program staff who have received in-depth training in the use of physical restraint.

2. Staff Authorized to Serve As a School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the Director of Teaching and Learning shall identify program staff that is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint.

The content of the in-depth training shall be competency-based and at least sixteen (16) hours in length. Such individuals shall participate in at least one refresher course during subsequent school years of no less than eight (8) hours in length. Training shall include, but not be limited to: (a) appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; (e) instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects; and (f) demonstration by participants of proficiency in administering physical restraint.

Complaint Procedures

1. Informal Resolution of Concerns About the Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with Director of Teaching and Learning. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to Director of Teaching and Learning within ten (10) days of the parent/guardian's receipt of the written report from the school as detailed herein. The Director of Teaching and Learning shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed herein.

2. Formal Resolution of Concern About the Use of Physical Restraint

A student or his/her parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Board of Trustees. The student and/or his/her parent/guardian should submit this letter to the Board of Trustees within twenty (20) days of the parent/guardian's receipt of the written report from the school as detailed herein. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Board of Trustees, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Board of Trustees and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Board of Trustees and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Board of Trustees shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.