

Chittenden Central Supervisory Union

Policy: Restrictive Behavioral Intervention Code: JHCO

Section 1. Statement of Purpose

1.1 It is the policy of the Chittenden Central Supervisory Union that students not be subjected to the unreasonable use of restrictive behavioral interventions, and that there be a common understanding within the Supervisory Union of appropriate interventions by member district staff.

Section 2. Definitions

2.1 Physical restraint Restrictive Behavioral Intervention (RBI). Physical restraint, or RBI, is the use of physical means by a trained staff member to prevent imminent harm to a student or other persons, or damage to property. It is used to separate a student from others for the purpose of eliminating, or at least reducing, the occurrence and/or intensity of harmful behavior or to enable a student to compose and return to class or other activity.

Physical restraint may be used by trained staff:

- To remove a student from the general student population;
- In order to quell a disturbance;
- To obtain possession of a weapon or other dangerous objects upon or within the control of a student;
- For the purpose of self defense; or
- For the protection of other students or persons or for the protection of property.

Physical restraint does not include the following:

- Brief periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with minimal force and designed either (i) to prevent a student from completing an act that potentially would result in physical harm to him or herself, or another person, or damage to property, or (ii) to remove a disruptive student who is unwilling to voluntarily leave an area; or
- Holding a student's hand or arm to escort the student safely from one area to another.
- Sending a student to a timeout, planning, social support or similarly designated room for purposes of discussing behavior or disciplinary reasons.

2.2 Timeout, planning room, social support room or similarly labeled room. These are designated rooms which are apart from a student's assigned class or activity and are used as a place to meet with a student to discuss his or her behavior. While physical restriction may be used in such rooms, they are rooms designed to allow the student to regain composure and/or

demonstrate compliance with expectations for classroom behavior. Such designated rooms provide adult supervision and, when practicable, allow for academic support.

2.3 Mechanical or chemical restraint. Mechanical or chemical restraint is the use of any device or substance to restrict a student's movement or limit a student's sensory or motor functions. The term does not include devices used in accordance with prescriptions by health professionals for the purpose of maintaining body alignment or support, or to limit sensory stimuli.

2.4 Positive Behavior Intervention. A positive behavior intervention is an approach to a student's behavior designed to teach and support socially appropriate conduct and to supplant socially inappropriate conduct.

2.5 Functional Behavioral Assessment. A functional behavioral assessment is an analysis of a student's behavior patterns before, during and after rule-breaking or other incident of inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.6 Behavioral Intervention Plan. A behavioral intervention plan prescribes strategies for dealing with a student before, during and after rule-breaking or other inappropriate behavior.

Section 3. General

3.1 Except with respect to documentation requirements set forth in Section 8.1, when a student is the subject of an individualized education program (IEP) or §504 plan addressing, among other things, responses to the student's dangerous behavior, that plan shall take precedence over the guidelines set forth in this policy. A written explanation shall be contained within the IEP or Section 504 plan for any specific deviation from the requirements of this policy.

Section 4. Timeout Room, planning room, social support room or similarly labeled room

4.1. Purpose. Such a room may be used to aid a student to compose him or herself. It shall not be used for staff convenience.

4.2. Duration. Such a room may be used only so long as is necessary for the student to compose him or herself and/or demonstrate compliance with expectations for classroom behavior.

4.3. Observation. A student in such a room shall be appropriately monitored and supervised by an adult staff member. If the circumstances suggest a student poses a risk of harm to him or herself or others, he or she must be kept under the direct observation of a staff member.

4.4. Characteristics. Such a room shall:

- be large enough to permit safe movement;
- permit safe entry and exit and shall not be locked in any way that would prevent the student from leaving, unless the room is equipped with automatic releases for fire alarms and

- be adequately lit, heated, ventilated and free of sharp or otherwise dangerous objects.

4.5 Academic Support. When practicable, such a room shall allow for academic support for a student while the student is appropriately regaining composure and/or demonstrating compliance with expectations for classroom behavior.

Section 5. Physical Restraint

5.1 Purpose. The purpose of physical restraint is to reduce or eliminate imminent risk either of harm to a person or of damage to property. Physical restraint may not be used for staff convenience or student punishment.

5.2. Use. Physical restraint may be used with a student only when there is imminent risk either of harm to a student or others or of property damage. Additionally, reasonable and necessary force may be used to quell a disturbance, obtain possession of weapons or other dangerous objects upon the person of or within the control of the student, for the purpose of self-defense or for the protection of persons or property.

5.3. By trained staff. Only staff trained in the proper use of physical restraint may apply it, unless no such staff member is available. The District will endeavor to provide training to an appropriate number of staff members in each school, including instruction in (a) a continuum of prevention techniques, (b) a continuum of de-escalation techniques, (c) environmental management, (d) nationally recognized methods of physical management and restraint and (e) appropriate documentation and notification procedures.

5.4. Duration. Physical restraint may be used only so long as is necessary for the student to compose him or herself. If the student's behavior remains dangerous, continued use must be authorized by the principal or his or her designee. If continued use of physical restraint is ineffective, the principal or his or her designee shall contact the student's parent(s) for assistance, or seek assistance from law enforcement or other emergency service personnel.

5.5. Limitations. No physical restraint may be administered in such a way that the student is prevented from breathing or communicating, or that causes the student unnecessary pain.

5.6. Observation. To the extent practicable, physical restraint should not be used by any staff member except in the presence of another staff member.

5.7 Location. Ideally, physical restraint will be used in a timeout, planning room, social support room or similarly identified room. However, circumstances may warrant the use of physical restraint in any location (classroom, hallways, grounds, office, etc.) when necessary to protect the student or others.

Section 6. Mechanical and Chemical Restraints

6.1 Except as otherwise set forth in this policy, mechanical and/or chemical restraints may not be employed.

Section 7. Pattern of Behavior

7.1. When a student's IEP team or Section 504 team determines that, based upon a pattern of behavior, the use of physical restraint is likely, the team shall consider ways to address the student's behavior, including, where applicable, performing a functional behavioral assessment and formulating a behavioral intervention plan making provision for the use of positive behavior interventions.

Section 8. Documentation and notification

8.1 Documentation. The principal or his or her designee shall prepare a report of each use of physical restraint as soon as practicable, but in no event later than two school days after its use. The report shall be used to maintain data on the frequency and use of restrictive behavioral interventions and include the following information:

- Name of the student
- Date of events leading to use
- Location of events leading to use
- Description of events leading to use
- Description of the student's behavior immediately prior to use
- Description of use
- Name of staff member(s) involved in use
- Time and duration of use

8.2 Notification.

8.2.1. Of a student's parents. Unless otherwise requested by a student's parent(s) or guardian(s), the school shall take and document reasonable steps to notify them via telephone that the student has been subjected to use of physical restraint, ideally on the same day but in no event later than two business days after such use. If the school is unable to reach the parents or guardians by phone, a letter shall be sent home notifying them of such use.

8.2.2. Of Principal. The report of each use of physical restraint shall be submitted upon its preparation to the principal, or his/her designee. A record of reports of physical restraint will be maintained by the school.

First Reading: September 28, 2005

Date Adopted: November 28, 2005