

8.55 Procedure/Policy for Supporting Student Behavior

Introduction

In conjunction with the increasing emphasis upon the use of behavioral techniques within the classroom setting, it has become increasingly apparent that procedural guidelines are necessary to provide consistent programming through school settings regarding the implementation of behavior management and the use of restraint and seclusion. There are two purposes for classroom management: to teach the student self-control and self-regulation, and to maintain an environment conducive to learning for all. The most desirable behavior management approaches are positive and proactive, while seclusion and restraint are reactive strategies and should be avoided if possible. The focus of behavioral intervention should be on antecedents, behavior, and consequence.

The purpose of these guidelines is to ensure that every student attending Paris School District is free to learn as well as free from the unreasonable use of physical restraint. School personnel shall use physical restraint with two goals in mind:

- a. To administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm; and
- b. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Nothing in the guidelines precludes any teacher, administrator, employee, or agent of the Paris School District from using reasonable force to protect students, other students, or themselves from assault or imminent, serious, or physical harm.

Use of Physical Restraint

Physical restraint may be used in the following circumstances:

- a. Non-physical interventions would not have been effective; and
- b. The student's behavior poses a threat of imminent, serious, physical harm to

Limitations on Use of Restraint

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Prohibitions

Physical restraint is prohibited in the following circumstances:

- a. As a means of punishment; or self and/or others.
- b. As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm.

Referral to Law Enforcement or Other State Agencies

- a. The right of any individual to report to appropriate authorities a crime
- b. Law enforcement, judicial authorities, or school security personnel from committed by a student or other individual; or exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk.

Administration of Physical Restraint

Trained Personnel

Whenever possible, school personnel who have received training on the appropriate administration of physical restraint shall administer physical restraint on students. Additionally, when possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. These guidelines do

not preclude a teacher, administrator, employee, or agent of the school district from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

The Paris School District has certified Nonviolent Crisis Intervention Instructors who are responsible to train district staff using the methods of the Crisis Prevention Institute. It is imperative that staff members responsible for preventing and intervening in crisis situations are well trained. Training should emphasize proactive and early intervention strategies and skills so that the use of physical intervention is truly minimal. Training standards recommended by the Crisis Prevention Institute will be adhered to as well as a team approach when intervention is required.

Use of Force

A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical harm.

Safest Method

A person administering physical restraint shall use the safest method available and appropriate to the situation following safety requirements set forth below. Floor or prone restraints shall be prohibited unless the staff member administering the restraint has received in-depth training and in the judgment of the trained staff member, such method is required to provide safety for the student or others present.

Duration of Restraint

A person administering physical restraint shall discontinue such restraint as soon as possible. If, due to unusual circumstances, a restraint continues for more than twenty (20) minutes, it shall be considered "extended restraint" for purposes of reporting.

Safety Requirements

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

b. Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall seek medical assistance.

c. School staff 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.

d. Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for the student or any student who witnessed the incident.

Reporting Requirements

School staff should report the use of physical restraints specified below after administration of a physical restraint that results in any injury to a student or a staff member, or any physical restraint with a duration longer than five minutes.

Informing School Administration

The school staff member who administers a restraint shall verbally inform the school principal of the restraint as soon as possible, and by written report no later than the next school working day. If the school principal is

out, the assistant principal shall be notified. The principal or his/her designee shall maintain an ongoing record of all reported instances of physical restraint.

Informing Parents

The principal or his/her designee shall verbally inform the student's parents or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of restraint. If the school customarily provides the parent or guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent or guardian in that language.

Contents of the Report

The Written report shall include:

- a. The names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; the name of the student restrained; and the name of the administrator who was verbally informed following the restraint.
- b. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the efforts made to de-escalate the situation; the alternatives to restraint that were attempted; and the justification for initiating physical restraints.
- c. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- d. For extended restraints, the written report shall describe the alternative to extended restraint that were attempted, the outcome of those efforts and the justification for administering the extended restraint.
- e. Information regarding any further actions(s) that the school has taken or may take including any disciplinary sanctions that may be imposed on the student.
- f. Information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matters.

Special Circumstances

Students with Disabilities

Restraint administered to a student with a disability pursuant to an Individualized Education Plan (IEP) or other written plan developed in accordance with state and federal law to which the district and the student's parents or guardians have agreed shall be deemed to meet the requirements of these guidelines.

Emergency Situation

An emergency situation exists when a student's behavior poses an obvious threat or is resulting in serious self-injury, injury to others, substantial property damage, or significant disruption of the student's environment and no behavior program is in force that includes procedures appropriate to the situation. An emergency situation may be defined as one of the following:

- a. The sudden, generally unexpected occurrence of some action that requires an immediate response or –
- b. Some expected action that requires immediate response but occurs at such a low frequency that formal behavioral programming is not warranted.

Unforeseen Emergency Exemption

School staff who have not received the prescribed training in physical restraint may use physical restraint on a student at school:

- a. Only in an emergency; and
- b. Only if school staff members who have received training are not immediately available.

Time-Out Room

Philosophy

The purpose of a time-out room shall provide consequences designed to modify severe behaviors of a disruptive nature that endanger the student, others, or may result in significant property damage. A time-out room is to be used only after all other less restrictive measures within the classroom have proven to be ineffective and shall never be used as a form of punishment or a consequence for failure to complete classwork.

Requirements

- a. The student should be advised as to the reason he/she is being placed in the time-out room and the criteria for returning to the class.
- b. Prior to being placed in the time-out room, the student shoes and belt should be removed and all pockets emptied.
- c. Once placed in the time-out room, the student must be observed by a staff member at regular intervals. It is recommended that under ordinary circumstances, this is to be done at least every five minutes.
- d. Once the student is in control of his/her behavior and/or emotions, the student should be returned to the classroom. It is recommended that the student be removed from the time-out room following five minutes of appropriate behavior. In certain instances, this time period should be shortened and at times, it may be advisable to remove the student from the time-out room as soon as appropriate behavior is displayed.
- e. Although fifteen minutes is the maximum period that is recommended for maintaining a student in the time-out room, it is not acceptable procedure to remove a student while he/she is continuing to exhibit unacceptable behavior. On such occasions, the recommended time limit may be reasonably extended at the teacher's discretion.
- f. A written record must be maintained verifying each use of a time-out room, and shall include the following:
 1. Student name;
 2. Specific times that the student entered and exited the time-out room;
 3. The specific behavior(s) that required the use of the time-out room; and
 4. Teacher's signature.

If requested by the parents/guardian, they should be advised whenever their child's behaviors have required that he or she be placed in the time-out room. It should be noted that a "time-out room" is defined as a specifically designated space used for seclusionary time-out. The door may be maintained in a closed position only by a mechanism requiring constant physical pressure by a staff member to keep it closed. There should be no other approved means of maintaining the door in a closed position. The student should be visible from a window or through the glass of a door at all times. Due to the restrictive nature of seclusionary time-out, it is the responsibility of classroom personnel to implement less restrictive and less aversive procedures prior to the

use of the time-out room. Listed below is a recommended list of appropriate in-class consequences. The use of these procedures should be documented and kept on file within the classroom:

1. Verbal warnings;
2. Reinforcement of other students demonstrating appropriate behaviors;
3. Loss of privileges; and
4. Use of study carrel or other exclusionary placement within the classroom.

This policy will change with policy 3.55

Policy Adopted: June 30th, 2015

Policy Revised: