



ISOLATION AND RESTRAINT PROCEDURES FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES (SPE-P006)

Clarksville-Montgomery County School System

1.0 SCOPE:

- 1.1 This procedure outlines the process for using isolation and restraint for students receiving special education services.

2.0 RESPONSIBILITY:

- 2.1 Director of Special Populations

3.0 APPROVAL AUTHORITY:

- 3.1 Chief Academic Officer

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

4.0 DEFINITIONS:

- 4.1 Emergency situation: A child's behavior poses a threat to the student's physical safety or to others nearby.
- 4.2 Isolation or Seclusion: confinement of a student alone, with no other students, staff, or persons present, in a room with or without a door or other enclosed area or structure pursuant to § 49-10-1305(g) where the student is physically prevented from leaving because a door, object, or school personnel is blocking the student's exit.
- 4.3 Physical Restraint: The use of body contact by school personnel with a student to restrict freedom of movement or normal access to the student's body, except for:
- The holding of a student by an adult in order to calm or comfort the student in the absence of an emergency;
 - Contact necessary to physically escort a student from one area to another in the absence of an emergency;
 - Assisting a student in completing a task or response if the student does not resist or if the resistance is of minimal intensity or duration;
 - Physically redirecting a student if the student does not resist or if the resistance is of minimal intensity or duration; or
 - School personnel blocking a student's exit or elopement by physically placing themselves in front of the student.
- 4.4 Chemical restraint: A medication that is prescribed to restrict a student's



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freedom of movement for the control of extreme violent physical behavior. Chemical restraints are medications used in addition to, or in replacement of, a student's regular drug regimen to control extreme violent physical behavior.

- 4.4.1 The medications that comprise the student's regular medical regimen including PRN medications, are not considered chemical restraints, even if their purpose is to treat ongoing behavioral symptoms.
- 4.4.2 Mechanical restraint: The application of a mechanical device, material or equipment attached or adjacent to the student's body, including ambulatory restraints, which the student cannot easily remove and that restrict freedom of movement or normal access to the student's body.
 - 4.4.2.1 Mechanical restraint does not include:
 - 4.4.2.1.1 The use of restraints for medical immobilization, adaptive support, or medical protection; or
 - 4.4.2.1.2 The use of a seat belt or other device, including, but not limited to, a belting system or harness, to secure a child with a disability during transit on a bus or vehicle operated by LEA.
- 4.4.3 'Noxious substances' (use of any defense spray or substance to restrict a student's freedom of movement)



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- 4.5 Certified Physical Restraint Training: A comprehensive training program that includes a continuum of prevention, de-escalation, and safe emergency intervention strategies for responding to behavior that is harmful to self or others. There is a focus on preventing and managing crisis events and improving safety. This is provided annually to employees who are identified as a school's crisis team members.
- 4.6 Positive Behavioral Supports: A systematic approach using evidence-based practices to improve school environments and to prevent and respond to problem behavior that; is proactive and instructional, rather than reactive and punitive; operates on the individual, group, classroom, and school-level; includes a system of continual data collection; utilizes data-based decision-making; applies research-validated positive behavioral interventions, and improves academic and social outcomes for all students.
- 4.7 School personnel: an individual employed full-time or part-time by CMCSS.
- 4.8 Functional Behavior Assessment (FBA): a formal assessment, utilizing a variety of assessment tools to determine the underlying function or purpose of behavior so that an effective behavior intervention plan can be developed.
- 4.9 Behavioral Intervention Plan (BIP) – a plan based on the results of a functional behavioral assessment that details an individualized plan, including positive interventions designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
- 4.9.1 Note that Positive Behavior Plans (PBPs) are not acceptable regarding the state and federal guidelines for isolation and restraint.



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5.0 PROCEDURE:

- 5.1 A student receiving special education services may be restrained or isolated only in emergencies.
- 5.1.1 CMCSS does not allow for the use of isolation or seclusion unless the administration has consulted with a coordinator of special populations. The coordinator of special populations will provide specifications regarding the environmental requirements of an isolation space.
- Time-out in a separate room with an adult present, or student selected cool down, which may involve the voluntary separation of an individual student from others is not considered isolation.
- 5.2 IEPs that provide for the use of restraint or isolation in emergencies shall also contain a data-driven functional behavior assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals.
- 5.3 In the event restraint is imposed on a student, it shall be imposed by: school personnel who have been certified for completing a certified physical restraint training program; or other school personnel when trained personnel are not immediately available.
- 5.4 School personnel who impose restraints on a student receiving special education in an emergency shall immediately report the incident to the school principal or principal designee. The principal, designee, or school nurse shall see and evaluate the student's condition within a reasonable time after the intervention. The student's parent or guardian shall be notified, orally or by written or printed communication, on the same day the restraint or isolation was utilized. The principal or designee shall ensure the Tennessee Department of Education Report of Isolation/Restraint is completed on the day of the restraint and/or isolation and submitted through the EdPlan portal. The submission will generate a notification for the appropriate Coordinator of Special Populations to review. If a revision is needed, it will be returned to school team. The coordinator will finalize the report and submit to TDOE within five days of the original date of the report. A copy must be maintained in the student's special education file with the current IEP and made available to parents upon request.
- 5.4.1 The report must include the following information:
- Student's name, age and disability;
 - Student's school and grade level;
 - Date, time and location of the isolation or restraint;
 - Length of time student was isolated or restrained;



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- Names, job titles and signatures of the personnel who administered the isolation or restraint;
- Whether the personnel who administered the isolation or restraint were certified for completing a behavior intervention training program;
- Names and job titles/roles of other personnel who observed or witnessed the isolation or restraint;
- Name of the principal or designee who was notified following the isolation or restraint and time of notification,
- Description of the antecedents that immediately preceded the use of isolation or restraint and the specific behavior being addressed;
- A certification that any space used for isolation is at least forty (40) square feet;
- A certification that school personnel are in continuous direct visual contact at all times with a student who is isolated;
- How the isolation or restraint ended, including the student's demeanor at the cessation of the isolation or restraint;
- Physical injury or death to the student, school personnel or both;
- Medical care provided to the student, school personnel or both;
- Description of property damage, if relevant; and
- Date, time and method of parent notification.



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5.5 Non-school personnel (i.e. SRO, outside service providers) who impose restraints on a student receiving special education in an emergency shall immediately report the incident to the school principal or principal designee. The principal, designee, or school nurse shall see and evaluate the student's condition within a reasonable time after the intervention, and the student's parent or guardian shall be notified, orally or by written or printed communication, on the same day the restraint was used.

5.6 An IEP meeting shall be conducted on at least 24-hour notice to the parent and must be conducted within 10 days, following the physical restraint if:

- the student's IEP does not provide for the use of restraint;
- the student's IEP does not provide for the use of restraint for behavior precipitating such action; or
- if school personnel are required to use physical holding restraint:
 - lasting longer than five (5) minutes; or
 - lasting longer than the time provided in the child's IEP.

5.7 An IEP meeting shall be conducted on at least 24-hour notice to the parent and must be conducted within 10 days, following isolation if:

- the student's IEP does not provide for the use of isolation
- the student's IEP does not provide for the use of isolation for the behavior precipitating such action; or
- if school personnel are required to use isolation :
 - which lasts longer than one(1) minute per year of the student's age; or
 - which lasts longer than the time provided in the child's IEP.

5.8 School personnel shall maintain a continuous direct line of sight to a student who is in isolation to monitor the health and well-being of the student.

6.0 ASSOCIATED DOCUMENTS:

6.1 [INS-A051](#) Isolation and Restraint for Students Receiving Special Education Services

6.2 T.C.A. §§ 49-10-1301 through -1307



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6.3 Tenn. R. and Regs. Chapter 0520-01-09-.23

6.4 Tennessee Department of Education Report of Isolation and Restraint Form

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
TN Dept of Student special While students shred Secured files, Education Report education file enrolled in office, building of Isolation and CMCSS plus Restraint for three (3) years.				



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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
2/17/11	IR	Initial Release
6/21/11	A	Completed by L.Parr
8/21/12	B	Per Janet Spiceland- replaced "isolation and restraint" with "physical intervention" Deleted SPE-F017 and SPE-F017a, replaced by Tennessee Department of Education Report of Isolation and Restraint
11/4/13	C	Remove references of isolation: isolation room, extended isolation, extended restraint; Add Physical Holding Restraint, Functional Behavior Assessment (FBA), 5.5 Non-school personnel, list of physical holding restraint that does not require parental notification or completion of Isolation and Restraint form; delete each semester report submitted to ExceptionalChildren Services
12/17/19	D	Updated title of procedure, personnel titles, and 6.0.
8/27/20	E	Changes made to definition 4.2
7/28/21	F	Changes were made throughout to align with new state law that updated a few definitions for isolation and restraint requirements.
8/25/22	G	Changes were made in reference to the feedback from TDOE representatives to align with updates in laws and rules regarding isolation and restraint.

**** End of Procedure ****