

Crisis Intervention Policy

We strive to keep the school environment structured and focused on positive interventions and supports. These supports include positive behavioral intervention systems, student celebrations, a focus on positive and productive student behaviors, sensory rooms, and other calming spaces. In extraordinary circumstances, the use of seclusion or physical restraint may be necessary to safely de-escalate a situation in which a student poses a risk of imminent physical harm to self or others.

Seclusion

Seclusion shall only be used:

- For student behaviors that involved an imminent risk of harm to self or others; and
- As a last resort when de-escalation and other positive behavioral interventions and support attempts have failed and the student continues to pose an imminent risk of harm to self or others.

Seclusion shall not be used as a routine safety, discipline, or intervention measure or to address behaviors such as general noncompliance, self-stimulation, academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk or harm to self or others. School employees shall respond to such behaviors with less stringent and less restrictive techniques.

A seclusion room shall only be used as a last resort if and when less restrictive crisis intervention measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm to self or others.

A student shall only be placed in a seclusion room by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while they are in a seclusion room.

Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.

Any seclusion room:

- Is free of any object that poses a danger to the student who is placed there;
- Has an observation window;
- Has a ceiling height and heating, cooling, ventilation, and lighting comparable to operating classrooms in the school; and

- Is of a size appropriate to the student's size, behavior, and chronological and developmental age;

Physical Restraint

Physical restraint is only used:

- When a student's behavior presents a threat of imminent risk of harm to self or others;
- Only as a last resort to protect the safety of self and others;
- To the degree necessary to stop the dangerous behavior;
- In a manner that causes no physical injury to the student, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on a student's chest or back nor cause asphyxia;
- In a manner that is proportionate to the circumstances and to the student's size, age, and severity of behavior; and
- By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.

Additional Procedures & Safeguards

- All school staff members are trained annually on crisis intervention, including how to create and maintain a structured school environment focused on positive interventions that diminishes the need for the use of restraint or seclusion.
- Select school staff members are trained annually on the safe and appropriate usage of physical restraint and seclusion. These are the only staff members authorized to use restraint or seclusion.
- Seclusion and/or restraint are never used as a form of discipline or punishment; as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- No school employee will subject a student to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint.
- No student is placed in seclusion or physically restrained if they are known to have a medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement to the school.
- No student is subjected to mechanical restraints.
- A school employee shall continuously monitor a student who is secluded or physically restrained for the duration of such seclusion or restraint.
- A school employee shall release a student from seclusion and physical restraint as soon as the reasons necessitating such action(s) have subsided.

Post Restraint or Seclusion

Upon a student's release from seclusion or physical restraint:

- The school employee who secluded or physically restrained the student shall notify the school principal as soon as is practicable but no later than one hour following the release of the student or the end of the same school day, whichever comes first;
- The school principal or their designee shall notify the director of special education as soon as is practicable but no later than one hour following the release of the student or the end of the same school day, whichever comes first;
- The school employee who secluded or physically restrained the student or a school administrator shall notify the student's guardian via a phone call as soon as is practicable but no later than the end of the same school day;
- A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress;
- By the end of the next school day, the principal or their designee shall submit a report to the parent that contains, at minimum:
 - The name, age, grade, gender, race, and disability of the student secluded or restrained;
 - The date, time, location, and duration of the seclusion or physical restraint;
 - The name and title of each school employee involved and who was a witness;
 - A description of the events requiring the use of seclusion or physical restraint, including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others;
 - A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion or physical restraint;
 - A description of the actions taken immediately following the student's release from seclusion or physical restraint, including actions to notify the student's guardian; and
 - A description of the student's actions immediately following the student's release from restraint or seclusion.
- The school principal, or their designee, and the director of special education shall review video and audio footage, if available, to ensure policies and proper techniques were followed during the incident of seclusion or physical restraint.
- If a student is involved in three incidents in a school year involving the use of seclusion or physical restraint as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice of the intention to call an Individualized Education Program team meeting to the student's guardian and, at such

meeting, his Individualized Education program team shall review and revise the student's Behavioral Intervention Plan, including any crisis intervention plans, to include any appropriate and necessary behavioral supports.

- Thereafter, if the student's challenging behavior(s) continue or escalate, requiring repeated use of seclusion or physical restraint, the director of special education or their designee shall review the student's plans at least once every three weeks.

Definitions

Physical Restraint: Physical restraint is the use of manual restraint techniques that involved physical force applied to restrict the movement of all or part of a person's body. This term does not include:

- Consensual, solicited, or unintentional contact;
- Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person;
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of the student or others;
- A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to their body is not restricted;
- Minimal physical contact for the purpose of safely escorting a student from one area to another; or
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

Mechanical Restraint: A mechanical restraint is any device or object used to limit a student's freedom of movement. This term does not include devices used by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transportation of a student in a moving vehicle;
- Restraints for medical immobilization;
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm; or
- Any devices used by a duly licensed law enforcement officer in the execution of their official duties.

Seclusion: Seclusion is a procedure that isolates and confines a student in a designated separate room or area until they are no longer an imminent risk of harm to self or others. The appropriate use of sensory rooms is not seclusion.

Seclusion Room: A seclusion room is a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until they are no longer a risk of imminent harm to self or others.

Sensory Room: A sensory room is a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a "calming room", "calming space", "comfort room", "comfort space", "timeout room", or "timeout space". The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.