

## SOUTH BURLINGTON SCHOOL DISTRICT

USE OF RESTRAINT AND SECLUSION  
ADMINISTRATIVE PROCEDURES**Section 1. Statement of Purpose**

1.1 It is the procedure of the South Burlington School District that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This procedure is further intended to assist in creating a common understanding within the district of appropriate interventions by district staff.

**Section 2. Definitions.** The following terms, as defined in State Board Rule 4500.3, shall apply to this procedure.<sup>1[2]</sup>

2.1 **Behavioral Intervention Plan** means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.

2.2 **Chemical Restraint** means a drug, medication, or chemical used on a student to control behavior or restrict movement that is not:

- a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
- b. Administered as prescribed by the licensed physician.

2.3 **Functional Behavioral Assessment** means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.4 **Mechanical Restraint** means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

- a. Restraints for medical immobilization,
  - b. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment;
  - c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or
  - d. Seat belts in wheelchairs or on toilets.
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2.5 **Parent** means:

- a. A biological or adoptive parent of the child;
- b. A legal guardian of the child;
- c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
- e. An educational surrogate parent.

2.6 **Physical Escort** means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

2.7 **Physical Restraint** means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
  - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
  - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

2.8 **Positive Behavioral Interventions and Supports** means an approach to preventing and responding to targeted behavior that:

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and
- e. Relies on data-driven decisions.

2.9 **Prone Physical Restraint** means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

2.10 **School** means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

2.11 **School Personnel** means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

2.12. **Seclusion** means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

2.13 **Substantial Risk** means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

2.14 **Supine Physical Restraint** means holding a student on his or her back using physical force for the purpose of controlling the student's movement.

2.15 **Student** means a student enrolled in a school as defined in paragraph 10.

### **Section 3. Procedure**

3.1 The superintendent or designee shall develop administrative procedures to ensure district compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components.

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.<sup>2[3]</sup>

3.3 Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.<sup>3[4]</sup>

3.4 Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.<sup>4[5]</sup>

3.5 Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.<sup>5[6]</sup>

3.6 Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Commissioner of the Vermont Department of Education under circumstances and within the time limitations required by State Board of Education rules.<sup>6[7]</sup>

3.7 Processes to ensure that each school in the district maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.<sup>7[8]</sup>

3.8 Procedures to ensure that each school in the district implements follow-up procedures that are consistent with the requirements of State Board of Education rules.<sup>8[9]</sup>

3.9 Annual notification procedures to ensure that each school in the district informs school personnel and parents of students enrolled in the school of the procedures pertaining to the use of physical restraint and

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<sup>2[3]</sup> See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

<sup>3[4]</sup> See SBE Rule 4501.2.

<sup>4[5]</sup> See SBE Rule 4502.

<sup>5[6]</sup> See SBE Rules 4502.3 and 4502.4.

<sup>6[7]</sup> See SBE Rule 4503.

<sup>7[8]</sup> See SBE Rule 4504.

<sup>8[9]</sup> See SBE Rule 4505.

seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.<sup>9[10]</sup>

3.10 Processes for the filing, investigation, and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the Board in Procedure.<sup>10[11]</sup>

#### **Section 4. Implementation**

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Department of Education unless he or she submits a plan to the Commissioner of Education demonstrating how a training program not recommended by the Department of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.<sup>11[12]</sup>

The superintendent shall report annually to the Board on the implementation of the administrative procedures and shall include in his or her report recommendations for changes, if any, to related school district procedures.<sup>12[13]</sup>

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<sup>9[10]</sup> See SBE Rule 4506.

<sup>10[11]</sup> See SBE Rule 4507

<sup>11[12]</sup> See SBE Rule 4509, 4510.

<sup>12[13]</sup> 16 V.S.A. 563 authorizes, but does not require, boards to approve administrative rules and regulations. Likewise, the provision for annual reports from the superintendent in this model procedure is not required by state law.

# Administrative Procedures

1. All building based administrators will have a full understanding of the district procedures on restraint and seclusion and will have properly trained individuals in their buildings to administer restraint or seclusion in the event it is necessary for the safety of students.
2. All faculty and staff will demonstrate understanding of restraint and seclusion and their responsibilities as follows:

**Physical Restraint** means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
  - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
  - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

**Seclusion** means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

**Trained Personnel** means only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.

3. Annually administrators will inform parents of the district's adherence to this legislation in their school handbooks:

"It is the procedure of the South Burlington School District that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is South Burlington School District's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in our schools. South Burlington has professionals trained in Crisis Prevention Intervention Strategies to provide supports and keep students safe in our buildings. Please refer to policies and procedures on our district website for detailed information."

4. Personnel\* will complete the attached documentation (or the Vermont Department of Education) form when Physical Restraint or Seclusion is utilized. Personnel will follow the steps outlined on the form, including: safety check, debrief with students, notify building Administrator, notifying the Special Education Director and informing the parents. Building Administrators must also send the attached letter to parents and invite them to a debriefing session within four days of the incident. All reports will be documented in schoolmaster. (\*Personnel includes South Burlington School District (SBSD) employees, contracted staff working in SBSD schools and staff serving SBSD students in alternative settings.)
5. Any complaints by school personnel or parents regarding the use of restraint or seclusion shall be filed in writing to the building administrator. Any complaint regarding the use of restraint or seclusion will be investigated and written findings issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of

restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the Feedback Opportunity Process established by the Board and Administration.

6. The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related school district policies or procedures.

**Parent/Guardian Notice of Restraint/Seclusion Incident**

Dear Parent:

(*Name of school*) is committed to maintaining a positive and safe learning environment for all and ensuring that any use of restraint or seclusion follows all of the requirements of State Board Rule 4500. (Attached)

This notice provides documentation of restraint/seclusion that was used with \_\_\_\_\_ on \_\_\_\_\_ (**date**), at \_\_\_\_\_ (**time**). Attached is the incident report which includes a description of the restraint/seclusion intervention as well as a description of other alternative interventions used.

You have a right to participate in a debriefing session which is scheduled on \_\_\_\_\_ (**date and time**). If you would like to discuss this intervention or to request a change in the time/date of the debriefing session, please contact \_\_\_\_\_.

Our goal is to provide a safe and caring environment for all members of our school community. We are committed to working with you and your child to help us avoid this type of intervention in the future.

Please know that you have the right to file a complaint regarding the use of restraint or seclusion of your child at any time in accordance with our school district procedures. Complaints need to be in writing and directed to the school administrator.

If you are unable to submit the complaint in writing, the building administrator will assign someone to complete the form for you based on your words. In this case you will receive a copy of the written complaint.

You will be given written findings of the investigation within 30 days of the receipt of the complaint. If you feel the complaint is unresolved, the complaint will be directed to the Superintendent of your district of residence who will be guided by your District's Feedback Opportunity Process.

If you require further information, please contact (**name of chosen staff member**) at (**telephone #**).

**Physical Restraint** means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or to remove a disruptive student who is unwilling to leave the area voluntarily; The minimum contact necessary to physically escort a student from one place to another; Hand-over-hand assistance with feeding or task completion; or Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

**Seclusion** means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

# Restraint/Seclusion Documentation Report

**Incident Report Completed for (Check all that apply):**

- Staff Report to Administrator (REQUIRED):** Any person who imposes a restraint or seclusion shall report its use to the school administrator as soon as possible, but in no event later than the end of the school day of its use.
  
- Administrator Report to Superintendent (If applicable):** Reports to the Superintendent shall be made within three school days of the incident whenever:
  - There is death, injury or hospitalization to staff or student as a result of a restraint or seclusion; or
  - An individual employee or contracted service provider has engaged in the use of physical restraint or seclusion three (3) separate times on one (1) or more students; or
  - Physical restraint has been used for more than fifteen (15) minutes; or
  - Any student has been restrained or secluded three (3) or more times per school year; or
  - A student has been restrained or secluded more than once in a school day; or
  - A student is restrained or secluded who is not on a behavioral intervention plan; or
  - Restraint or seclusion has been used in violation of these rules, including the use of any prohibited form of restraint.
  - Learning environments other than public schools shall fulfill this reporting requirement by reporting to the Superintendent of the District/Supervisory Union that is the LEA or sending district for the student. If there is no sending district or LEA, this requirement shall be fulfilled by reporting to the Commissioner of the Department of Education
  
- Superintendent Report to DOE Commissioner (if applicable):** The Superintendent of the District/Supervisory Union shall report the use of restraint or seclusion to the Commissioner of the Department of Education within three (3) school days of incident whenever:
  - There is death, injury requiring outside medical treatment or hospitalization to staff or student as a result of a restraint or seclusion; or
  - Physical restraint or seclusion has been used for more than thirty (30) minutes or
  - Physical restraint or seclusion has been used in violation of these rules, including the use of any prohibited restraint or seclusion.

*In addition to this incident report, a written review with recommendations of the superintendent must be provided.*

**Core Information:**

<b>Staff Member(s) Completing Form:</b>	<b>Staff Title(s):</b>			<b>Date/Time of Report:</b>	<b>Date/Time of Incident:</b>
<b>Student Information:</b>  Student Name:	Age:	Gender:	Grade:	Check if applicable:  <input type="checkbox"/> IEP <input type="checkbox"/> 504 <input type="checkbox"/> BIP <input type="checkbox"/> ESP  <input type="checkbox"/> Other, explain:	
<b>District/Supervisory Union (if applicable):</b>  School Name:					

**Incident Information:**

<p><b>Physical Intervention Type:Physical Restraint:</b> <i>the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:</i></p> <ol style="list-style-type: none"> <li>a. <i>Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or to remove a disruptive student who is unwilling to leave the area voluntarily;</i></li> <li>b. <i>The minimum contact necessary to physically escort a student from one place to another;</i></li> <li>c. <i>Hand-over-hand assistance with feeding or task completion; or Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.</i></li> </ol>	<p><b>Seclusion:</b> <i>the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.</i></p>
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<b>Date Incident Occurred (MM/DD/YYYY):</b>	<b>Antecedents/Precipitating Events</b> ( <i>describe <u>all</u> that occurred <u>prior</u> to the presenting behavior</i> ):  a. Environment:  b. Adult:  c. Student:		
<b>Location of incident:</b>  <input type="checkbox"/> Classroom <input type="checkbox"/> Hall <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	<b>Time restraint/seclusion began:</b>  _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<b>Time restraint/seclusion ended:</b>  _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<b>Total duration of restraint/seclusion:</b>
<b>Reason for Restraint/Seclusion:</b>  <ul style="list-style-type: none"><li>Physical aggression toward staff/student</li><li>Self-injurious behavior</li><li>Other (describe):</li></ul>	<b>Description of Behavior</b> ( <i>Observable, measurable, severity, duration</i> )		
<b>Description of efforts made to deescalate and alternatives to physical restraint/seclusion that were attempted:</b>			
<input type="checkbox"/> Manage the environment <input type="checkbox"/> Proximity <input type="checkbox"/> Directive <input type="checkbox"/> Redirection <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Prompting <input type="checkbox"/> Caring gesture <input type="checkbox"/> Speak calmly <input type="checkbox"/> Active listening <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Planned ignoring/positive Attention <input type="checkbox"/> Hurdle help <input type="checkbox"/> Isolate person <input type="checkbox"/> Give time/space <input type="checkbox"/> _____ <input type="checkbox"/> _____			
<b>Type of Restraint/Seclusion Used</b> ( <i>e.g., seated/standing/moving/floor/prone/supine</i> ):			
<b>Reason for Termination of Restraint:</b>  <ul style="list-style-type: none"><li>The student demonstrates that he/she is in unnecessary pain or significant physical distress indicating a possible need for emergency medical assistance or that his/her breathing or communication is compromised</li><li>The student's behavior no longer poses an imminent danger of physical injury to the student or others or danger to property</li><li>Less restrictive interventions would be effective in stopping such imminent danger of physical injury or property damage</li></ul>			
<b>If multiple restraints occurred during the <u>same episode</u> (e.g., restraint was terminated but student re-escalated), record the following:</b>			
<b>Reason for additional restraint:</b>  <b>Type of restraint:</b>	<b>Time restraint/seclusion began:</b>  _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<b>Time restraint/seclusion ended:</b>  _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<b>Total duration of restraint/seclusion:</b>
<b>Reason for additional restraint:</b>  <b>Type of restraint:</b>	<b>Time restraint/seclusion began:</b>  _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<b>Time restraint/seclusion ended:</b>  _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<b>Total duration of restraint/seclusion:</b>

**List of school personnel who administered/monitored the seclusion or restraint:**

Name & Position/Title	Role in Restraint/Seclusion	Trained to use Restraint?
	<input type="checkbox"/> Primary/lead <input type="checkbox"/> Secondary  <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Primary/lead <input type="checkbox"/> Secondary  <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Primary/lead <input type="checkbox"/> Secondary  <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Primary/lead <input type="checkbox"/> Secondary  <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Postvention, Response, Reporting:**

<p><b>Safety Evaluation: Student</b></p> <p>Time completed: _____</p> <p>Evaluated by: _____ Role/position: _____</p>	<p><b>Safety Evaluation: Staff</b></p> <p>Time completed: _____</p> <p>Evaluated by: _____ Role/position: _____</p>	
<p><b>Did any injury or hospitalization occur as a result of the incident?</b>    <input type="checkbox"/> No    <input type="checkbox"/> Yes</p> <p>If yes, describe:</p>		
<b>Postvention Procedures</b>	<b>Date &amp; Time</b>	<b>Person(s) Completed</b>
<ul style="list-style-type: none"> <li>• Debrief and process with student</li> </ul>		
<ul style="list-style-type: none"> <li>• Team convenes to review incident and relevant data (prior behavior data, incident reports, etc)</li> </ul>		
<b>Reporting Procedures</b>	<b>Date &amp; Time</b>	<b>Person(s) Completed &amp; Method</b>
<ul style="list-style-type: none"> <li>• Notify parents/guardian by phone/email (<b>by end of day</b>)</li> </ul>		
<ul style="list-style-type: none"> <li>• Notify parents/guardian in writing, including date/time of debrief meeting (<b>within 24 hours</b>)</li> </ul>		
<ul style="list-style-type: none"> <li>• Notify building-based administrator</li> </ul>		
<ul style="list-style-type: none"> <li>• Notify school nurse</li> </ul>		
<ul style="list-style-type: none"> <li>• Notify special education administrator</li> </ul>		
<ul style="list-style-type: none"> <li>• Notify superintendent (check reason on pg 1)</li> </ul>		