STUDENTS

Disruptive Student Behavior - Use of Physical Restraint and Seclusion

This regulation provides guidelines for the use of physical intervention, physical restraint, and seclusion techniques for school staff to respond to and manage aggressive or violent student behavior in emergency situations. Section IV of this regulation contains the procedures to be followed for the reporting of such interventions and the provision of notice to the student’s parents/guardians.

I. Definitions

“Physical intervention” is defined as the use of reasonable and necessary physical contact by school personnel to maintain order and control; quell a disturbance; protect a student, self, and others from the risk of physical injury; prevent damage to property; or to obtain possession of weapons, dangerous objects, or paraphernalia. Physical intervention must be implemented in accordance with the provisions of School Board Policy 741 and Regulation 741-1, “Corporal Punishment,” which provide that teachers/school employees may not use corporal punishment (“the infliction of, or causing the infliction of, physical pain on a student as a means of discipline”), but may use:

A. Incidental, minor, or reasonable physical contact or other actions designed to maintain order and control;

B. Reasonable or necessary force to quell a disturbance or remove a student from the scene of a disturbance which threatens physical injury to persons or damaged property;

C. Reasonable or necessary force to prevent a student from inflicting physical harm on himself;

D. Reasonable and necessary force for self-defense or the defense of others; or

E. Reasonable and necessary force to obtain possession of weapons or other dangerous objects, or controlled substances or paraphernalia which are upon the person of the student or within his or her control.

“Physical restraint” means the use of any physical method of restricting an individual’s freedom of movement, or physical activity, or to prevent a student from
moving his/her body to engage in a behavior that places him/her or others at a risk of physical harm. Physical restraint does not include:

A. Briefly holding a student in order to calm or comfort the student; or

B. Holding a student’s hand or arm to escort the student safely from one location to another.

Physical restraint may include the use of approved intervention techniques designed to minimize the potential for injury to students and staff, as used by persons trained in such techniques.

“Seclusion” means the confinement of a student alone in a room from which the student is physically prevented from leaving.

“Time out” means assisting a student to regain control by removing the student from his/her immediate environment to a different, open location until the student is calm or the problem behavior has subsided.

II. Criteria for the Use of Physical Intervention, Physical Restraint, or Seclusion of Disruptive Students

When student behavior becomes sufficiently disruptive, aggressive, or violent, so as to demonstrate a risk to self or others, a likelihood of property destruction, or to cause interference with the educational process or school operations, appropriate methods of intervention may be utilized to address the situation and assist the student in regaining control. Physical intervention, physical restraint, and/or seclusion of disruptive students should only be used under circumstances which create emergency situations, and when other less intrusive alternatives are not possible or have failed. Corporal punishment and abusive techniques are not authorized, permitted, or condoned in Prince William County Public Schools and are expressly prohibited by § 22.1-279.1 of the Virginia Code, and School Board Policy 741 and Regulation 741-1, “Corporal Punishment.”

III. Methods of Intervention in Emergency Situations

Appropriate methods of intervention include the following:

A. Time Out

Time out, or removal from the learning environment, is a less restrictive intervention on the continuum of interventions for managing disruptive,
aggressive, or violent student behavior. The primary purpose of time out is to assist a student to regain control by removing the student from his/her immediate environment to a different location until the student is calm or the problem behavior has subsided. Time out may occur within the classroom, or an area outside of the classroom, such as the principal’s office or another room in the school building.

When time out is used, the well-being and safety of the student is paramount. Before utilizing time out, staff should, if possible, use less restrictive measures to assist the child in regaining control or correcting his/her behavior within the learning environment.

Students, who are unable to regain control or correct their behavior using less restrictive measures, should be passively escorted by staff to the time out location.

When students are removed to a separate location in which no other persons are present, each time out intervention should be of short duration, developmentally appropriate, and should not exceed 10 minutes. If a student has not regained control after the initial 10 minutes, time out may be extended in 10-minute increments thereafter.

Students must be observed and continuously monitored by at least one adult staff member in any time out area. At the end of each time out intervention, staff will work with the student to develop a plan for returning to the learning environment.

If a student requires systematic time out interventions, a school intervention team will develop or revise a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) including a review of any existing BIP for data which documents the implementation of positive behavior supports with fidelity.

All time outs require documentation on the Time Out Log Sheet (Attachment I to this regulation) and notice of all time outs must be reported to the principal or designee and to the parents/guardians as provided in Section IV of this regulation.

B. Physical Intervention

Physical intervention is a more restrictive method for managing disruptive, aggressive, or violent student behavior in emergency situations. Given imminent risk to self or others, or imminent risk of property destruction, or disruption to the educational process or school operations, staff may use physical intervention as an appropriate response to the situation. As with other interventions, physical
intervention should be utilized in such a manner as to insure the safety of the student, the intervener, and others. Where available, staff trained in approved physical intervention techniques shall be utilized to minimize the potential for injury to students and staff. However, the absence of formal training in physical intervention techniques shall not prohibit staff from intervening when exercising reasonable judgment under the circumstances.

Following physical intervention, staff should discuss with the student the reasons requiring the use of the intervention and request the student to assist in the development of a plan to prevent further occurrences of the behaviors requiring the physical intervention. If a BIP is already in place, a school intervention team should review/revise the plan.

Staff should also review the student’s Individualized Education Program, or 504 Accommodations Plan, if applicable.

All incidents involving the use of physical intervention shall be promptly reported to the principal/designee and notice provided to the student’s parents/guardians as provided in Section IV of this regulation, using the appropriate attachments.

C. Seclusion (Use of Quiet Room)

In certain emergency situations, staff may use seclusion techniques to respond to disruptive, aggressive, or violent student behavior where less restrictive interventions are not possible or have failed. Seclusion involves the use of a quiet room to provide an opportunity for a student to regain self-control and composure. Quiet rooms are designated areas intended to be used as safe, protected, less stimulating settings to support the student in regaining self-control. The following procedures should be followed when using a quiet room:

1. The special needs of the student shall be weighed against the risk to self, others, destruction of property, or disruption to the educational process when determining whether use of a quiet room is appropriate. In determining whether or not use of a quiet room is reasonable and necessary, consideration should be given to factors such as the student’s developmental age, disability, health concerns, and background factors as well as imminent risks to student, staff, and others, destruction of property, or disruption to the educational process.

If, after consideration of less restrictive interventions, staff determines that the use of a quiet room is a reasonable and necessary intervention to
resolve the emergency situation, the student may be placed in the quiet room with the door secured in a closed position.

2. The Quiet Room Log Sheet (Attachment II) shall be used to record student behavior at one-minute intervals. The staff person monitoring the student shall maintain ongoing visual contact with the student through the window in the quiet room door, while maintaining pressure on the lock mechanism to secure the door. Notations on the Log Sheet should reflect observable behavior. The Log Sheet shall be submitted to the principal/or designee for review and signature at the end of the day.

3. The quiet room door should not remain in the closed position beyond 10 minutes without opening the door to obtain a further assessment of the status of the student. Ten-minute time intervals should be adjusted accordingly to take into consideration the factors outlined in Step 1 above, such as developmental age. If the student does not demonstrate behavior which indicates he/she is calm and non-threatening, the door shall be secured, and the process begun again following consultation with the principal or his/her designee and agreement that the student is continuing to demonstrate behavior that indicates an imminent risk to others, destruction of property, or unacceptable disruption to the educational environment. The quiet room door should be opened as soon as these risks are no longer imminent. If a student is demonstrating behaviors which indicate harm to self while in a quiet room, staff may need to consider the use of physical intervention to prevent self-injury to the student. These assessments should be clearly documented on the Log Sheet. If the student continues to demonstrate destructive behavior for a period of time beyond 30 minutes, staff and the principal/designee should consider an alternative course of action, i.e., parental involvement, police assistance.

4. Once the student demonstrates a return to calm, non-threatening behavior, the quiet room door shall be moved to the open position, and staff shall direct the student to remain calm in the quiet room. Upon completion of a short interval of time determined by staff (not to exceed 10 minutes), the student shall then be given a directive to exit the quiet room and assisted to reintegrate into the learning environment.

5. When possible, staff shall communicate with the student the reasons for the use of the quiet room and request the student’s participation in developing a plan to prevent further occurrences of disruptive behavior.
6. All incidents involving use of seclusion or quiet room shall be promptly reported to the principal/designee and the student’s parents/guardians, using the procedures set forth in Section IV of this regulation and appropriate attachments to this regulation.

IV. Reporting Requirements and Notice to Parents of Intervention

A. A student behavior report in the student information system shall be completed by the teacher or appropriate staff person at the conclusion of any incident resulting in the use of time out, physical intervention, physical restraint, or seclusion. The report shall be submitted for review by the principal or designee by the end of the school day in which such intervention occurred, if reasonably possible, or, by the next school day.

B. The teacher and/or school administrator should make reasonable attempts to contact the parent/guardian by phone or electronic communication as quickly as possible following the incident to inform the parent/guardian of any actions or interventions.

C. Written notification to the parents/guardians of the student’s intervention and reasons therefore shall be provided using Attachment III to this regulation. The written notification should be provided in most cases by the end of the school day. If circumstances arise to prevent written notification to the parent/guardian by the end of the school day when the intervention occurred, then the notification should be mailed home as directed in “D” below.

D. The written notification and a copy of the student information system report shall be mailed home to the parent no later than two school days from the date of the event giving rise to the intervention.

E. The parents/guardians shall be provided with an opportunity to meet with the teacher and a school administrator to discuss the student’s behavior, the possible consequences if such behavior does not cease, and appropriate measures to respond to such behavior in the future. Any written notification, and any phone or electronic communication with the parents/guardians regarding the incident, shall also inform the parents/guardians of the right to meet with the teacher and a school administrator to discuss the student’s behavior, possible consequences of such behavior, and appropriate measures to respond to such behaviors in the future.
V. Additional Considerations

Following incidents leading to the interventions identified in this regulation, particularly where there is a pattern of similar events, additional considerations may include the following:

A. Staff consultations to discuss the effectiveness of the interventions;

B. Development of positive behavior supports to assist the student in preventing future incidents of disruptive behavior;

C. Implementation or review of a FBA and/or BIP, if applicable;

D. Review of Individualized Education Program or 504 Accommodations Plan, if applicable;

E. Conference(s) with parents/guardians and principal, teacher, and/or school counselor; and

F. Request central office support or resources.

VI. Building administrators will notify the appropriate Level Associate Superintendent annually of a date when the staff in their building has been trained in the implementation of this regulation and related procedures.

The Associate Superintendent for Student Learning and Accountability (or designee) is responsible for monitoring and implementing this regulation.

This regulation and related policy shall be reviewed at least every five years and revised as needed.
PHYSICAL INTERVENTION AND RESTRAINT LOG/USE OF SECLUSION OR QUIET ROOM LOG

BRIEFLY DESCRIBE THE BEHAVIOR THAT REQUIRED RESTRICTIVE INTERVENTION:

_______________________________________________________________________________________
_______________________________________________________________________________________

PREVIOUS MEASURES USED TO ASSIST STUDENT:
☐ Redirection  ☐ Verbal de-escalation  ☐ Academic support  ☐ Social instruction  ☐ Modify the environment  ☐ Event was immediate/No precipitating trigger observed  ☐ Other: ________________________________

DOCUMENT TIMES, TECHNIQUES USED, AND BEHAVIORS OBSERVED:

PHYSICAL INTERVENTION AND RESTRAINT LOG
- Document time, technique used, and behaviors observed at the start of the restrictive intervention.
- Document time, technique used, and behaviors observed at each change in restrictive intervention.
  For example: Primary Restraint Technique (PRT) hold → Two-man escort; Two-man escort → seclusion or use of use of quiet room, etc.
- Document the behaviors observed demonstrating intervention is no longer used/needed.

SECLUSION OR USE OF QUIET ROOM LOG
- Students in seclusion or quiet room should be spoken to and their behavior documented every 10 minutes.
- Document time and behavior observed at the end of the restrictive intervention(s)
- An administrator must assess the need for continued intervention after 30 minutes.

<table>
<thead>
<tr>
<th>TIME (Start time from above)</th>
<th>TECHNIQUE BEING USED</th>
<th>PHYSICAL INTERVENTION AND RESTRAINT LOG: BEHAVIOR(S) OBSERVED</th>
<th>STAFF INITIALS</th>
<th>ADMIN. INITIALS</th>
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STUDENT’S NAME

DATE OF INCIDENT

TIME BEHAVIOR BEGAN

TIME INTERVENTION BEGAN
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<tr>
<th>MINUTES</th>
<th>SECLUSION OR USE OF QUIET ROOM LOG: BEHAVIOR(S) OBSERVED</th>
<th>NOTATIONS</th>
<th>STAFF INITIALS</th>
</tr>
</thead>
</table>
| 1       | ☐ Aggression ☐ Resisting ☐ Threatening ☐ Yelling ☐ Destructive  
☐ Cursing ☐ Self-harming ☐ Posturing ☐ Kicking ☐ Hitting ☐ Spitting ☐ Biting  
☐ Crying ☐ Head-butting ☐ Property destruction ☐ Lying Down  
☐ Other: ______________________________ |           |               |
|         | ☐ Accepting Direction ☐ Calm                          |           |               |
| 2       | ☐ Aggression ☐ Resisting ☐ Threatening ☐ Yelling ☐ Destructive  
☐ Cursing ☐ Self-harming ☐ Posturing ☐ Kicking ☐ Hitting ☐ Spitting ☐ Biting  
☐ Crying ☐ Head-butting ☐ Property destruction ☐ Lying Down  
☐ Other: ______________________________ |           |               |
|         | ☐ Accepting Direction ☐ Calm                          |           |               |
| 3       | ☐ Aggression ☐ Resisting ☐ Threatening ☐ Yelling ☐ Destructive  
☐ Cursing ☐ Self-harming ☐ Posturing ☐ Kicking ☐ Hitting ☐ Spitting ☐ Biting  
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☐ Other: ______________________________ |           |               |
|         | ☐ Accepting Direction ☐ Calm                          |           |               |
| 4       | ☐ Aggression ☐ Resisting ☐ Threatening ☐ Yelling ☐ Destructive  
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☐ Other: ______________________________ |           |               |
|         | ☐ Accepting Direction ☐ Calm                          |           |               |
| 5       | ☐ Aggression ☐ Resisting ☐ Threatening ☐ Yelling ☐ Destructive  
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|         | ☐ Accepting Direction ☐ Calm                          |           |               |
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|         | ☐ Accepting Direction ☐ Calm                          |           |               |
| 8       | ☐ Aggression ☐ Resisting ☐ Threatening ☐ Yelling ☐ Destructive  
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☐ Other: ______________________________ |           |               |
|         | ☐ Accepting Direction ☐ Calm                          |           |               |
| 9       | ☐ Aggression ☐ Resisting ☐ Threatening ☐ Yelling ☐ Destructive  
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|         | ☐ Accepting Direction ☐ Calm                          |           |               |
| 10      | ☐ Aggression ☐ Resisting ☐ Threatening ☐ Yelling ☐ Destructive  
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☐ Other: ______________________________ |           |               |
|         | ☐ Accepting Direction ☐ Calm                          |           |               |

--------OPEN DOOR-------- EXTEND TIME IF NEEDED. DOCUMENT ON ADDITIONAL FORM.

INITIALS OF ADMINISTRATOR REQUIRED BELOW WHEN SECLUSION OR USE OF QUIET ROOM EXCEEDS 30 MINUTES:

_________
TIME RESTRICTIVE INTERVENTION ENDED

TIME BEHAVIORAL INCIDENT ENDED
Student is calm/able to be redirected, returned to class, dismissed, OR placed in alternative setting without incident

LIST PROACTIVE MEASURES TO AVOID FUTURE OCCURRENCES OF THE BEHAVIOR DOCUMENTED ABOVE: (Check all that apply)

☐ Redirection  ☐ Verbal de-escalation  ☐ Increase academic support  ☐ Social instruction
☐ Modify the environment  ☐ Other: ________________________________________________________

Provide a detailed description of each proactive measure indicated above:
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

LIST ALL STAFF MEMBER(S) WHO ARE TO BE INFORMED OF THIS INCIDENT AND RESULTING RECOMMENDATION(S). PROVIDE THEM A COPY OF THIS DOCUMENT.

<table>
<thead>
<tr>
<th>STAFF MEMBER NAME</th>
<th>SIGNATURE</th>
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<tr>
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<td>SPECIAL EDUCATION CASE MANAGER (Required)</td>
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<td>SCHOOL COUNSELOR (Required)</td>
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<td>GENERAL EDUCATOR (Required when applicable)</td>
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WERE THERE ANY INJURIES? ☐ NO  ☐ YES If “yes,” describe.

Was there any property damage? ☐ NO  ☐ YES If “yes,” describe.

LIST ALL STAFF MEMBER(S) INVOLVED WITH THIS RESTRICTIVE INTERVENTION

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Notification Letter to Parents/Guardians of Student Behavior Requiring Staff Intervention

[School Letterhead]

[Date]
[Parent or Guardian Name]
[Address]

Re: [Student Name]

Dear [Parent or Guardian Name]:

This is to inform you that on [date], it became necessary for school staff to intervene to prevent injury, property damage, or interruption to the learning environment resulting from the disruptive behavior of your student, [Name].

The enclosed student information system report summarizes the incident that prompted the intervention.

The following intervention became necessary in order to address your student’s behavior:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

The following prior interventions were attempted, to which the student was non-responsive:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

You may meet with the principal and the teacher to discuss your student’s behavior, the possible consequences if such behavior does not cease, and future measures to be taken if the student’s behavior recurs. Please contact [Name] at [phone number] if you would like to schedule a meeting.

Sincerely,

[Teacher or Administrator Name]
[Initials]

Enclosure: Report

c: [Principal]
   Disciplinary File