

<b>Administrative Directive Title:</b>  <b>Procedures following Restraint or Isolation of Special Education Students</b>	<b>AD Number:</b>  <b>6.4081.2</b>	<b>Adopted:</b> August 2019 <b>Former Descriptor:</b> STU39
<b>Policy References:</b> <a href="#">Board Policy 6.4081</a> - Safe Relocation of Students	<b>Revised:</b> 11/2024	

1 **DEFINITIONS**

2 *Physical holding restraint* and *isolation* of students receiving special education services may only be  
 3 used in an *emergency situation*.

4 An “emergency situation” is defined as a situation in which “a student’s behavior poses a threat to the  
 5 physical safety of the student or others nearby.” To determine if the situation meets these criteria, it must  
 6 be a situation in which a student is at risk of serious harm to self or others. Neither restraint nor isolation  
 7 may be used to prevent damage to property.

8 An “isolation” means the confinement of a student alone, with no other students, staff, or persons present,  
 9 in a room with or without a door or other enclosed area or isolation room where the student is physically  
 10 prevented from leaving because a door, object, or school personnel is blocking the student's exit.

11 A “physical holding restraint” means the use of body contact by school personnel with a student to  
 12 restrict freedom of movement or normal access to the student's body, except for:

- 13 1. The holding of a student by an adult in order to calm or comfort the student in the absence of an  
 14 emergency;
- 15 2. Contact necessary to physically escort a student from one area to another in the absence of an  
 16 emergency;
- 17 3. Assisting a student in completing a task or response if the student does not resist or if the  
 18 resistance is of minimal intensity or duration;
- 19 4. Physically redirecting a student if the student does not resist or if the resistance is of minimal  
 20 intensity or duration; or
- 21 5. School personnel blocking a student's exit or elopement by physically placing themselves in front  
 22 of the student.

23 Pursuant to T.C.A. § 49-10-1305, the use of noxious substances and mechanical or chemical restraints  
 24 are never allowable in the school setting. “Noxious Substance” means a substance released in proximity  
 25 to the student’s face or sensitive area of the body for the purpose of limiting a student’s freedom of  
 26 movement or action, including but not limited to Mace and other defense sprays. “Mechanical restraint”  
 27 means the application of a mechanical device, material or equipment attached or adjacent to the student's  
 28 body, including ambulatory restraints, which the student cannot easily remove and that restrict freedom

29 of movement or normal access to the student's body. "Chemical restraint" means a medication that is  
30 prescribed to restrict a student's freedom of movement for the control of extreme violent physical  
31 behavior.

32 **CRISIS PREVENTION INSTITUTE (CPI) TRAINING PROGRAM**

33 Only those employees trained in physical holding restraints through the Crisis Prevention Institute (CPI)  
34 program may administer physical restraints to students. Pursuant to T.C.A. § 49-10-1304(c), restraint or  
35 isolation may only be imposed by untrained/uncertified personnel if trained personnel who have been  
36 trained and certified for completing the CPI program are not immediately available.

37 The CPI training program shall include:

- 38 1. Training in evidence-based techniques shown to be effective in the prevention of isolation and  
39 physical restraint;
- 40 2. Training in evidence-based techniques shown to be effective in keeping both school personnel  
41 and students safe when imposing physical restraint or isolation;
- 42 3. Evidence-based skills training on positive behavioral interventions and supports, conflict  
43 prevention, functional behavior assessments, de-escalation, and conflict management;
- 44 4. Information describing state statutes, policies, rules, and procedures on restraint and isolation;
- 45 5. Training in the identification and reporting of abuse and neglect in the school setting.

46 Certification for school employees who have completed the CPI program must be renewed on an annual  
47 basis.

48 **POST-RESTRAINT REPORTING**

49 School employees who impose isolation or restraints on a student receiving special education in an  
50 emergency shall immediately report the incident to the school principal or principal designee. The  
51 principal/designee or school nurse shall evaluate the student's condition within a reasonable time after  
52 the isolation or restraint.

53 The student's parent/guardian shall be notified, orally or by written or printed communication, on the  
54 same day the restraint or isolation was utilized.

55 The principal/designee shall ensure the Tennessee Department of Education Report of Isolation/Restraint  
56 is completed on the day of the restraint and/or isolation and submitted through the Pulse portal. The  
57 submission will generate a notification for the Special Education Director to review. If a revision is  
58 needed, it will be returned to school team. The Special Education Director will finalize the report and  
59 submit to TDOE within five (5) days of the original date of the report. A copy must be maintained in the  
60 student's special education file with the current IEP and made available to parents upon request.

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

66 **IEP MEETINGS FOLLOWING RESTRAINT**

67 An IEP meeting shall be conducted on at least twenty-four (24) hour notice to the parent and must be  
68 conducted within ten (10) days, following the physical restraint if:

- 69 1. The student's IEP does not provide for the use of restraint;  
70 2. The student's IEP does not provide for the use of restraint for behavior precipitating such action;  
71 or  
72 3. If school personnel are required to use physical holding restraint lasting longer than five (5)  
73 minutes or lasting longer than the time provided in the child's IEP.

74 **IEP MEETINGS FOLLOWING ISOLATION**

75 An IEP meeting shall be conducted on at least twenty-four (24) hour notice to the parent and must be  
76 conducted within ten (10) days, following isolation if:

- 77 1. The student's IEP does not provide for the use of isolation generally;  
78 2. The student's IEP does not provide for the use of isolation for the behavior precipitating such  
79 action; or  
80 3. If school personnel are required to use isolation lasting longer than one (1) minute per year of the  
81 student's age or which lasts longer than the time provided in the child's IEP.

82 **USE OF RESTRAINT OR ISOLATION IN IEP**

83 IEPs that provide for the use of restraint or isolation in emergencies shall also contain a data-driven  
84 functional behavior assessment and a plan for modification of the behavior developed and implemented  
85 by a qualified team of professionals. When the use of restraint is proposed at an IEP meeting, the parent  
86 shall be advised of the provisions of T.C.A. §§ 49-10-1301, et seq., State Board Rule 0520-01-09, and  
87 the IDEA procedural safeguards.