

LCISD Restraint and Parent Notification Procedures (Revised 12/5/22)

“Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student’s body. A school employee may use restraint only in (A) imminent, serious physical harm to the student or others; or (B) imminent, serious property destruction and with the following limitations.

- (1) Restraint must be limited to the use of reasonable force necessary to address the emergency.
- (2) Restraint must be discontinued at the point at which the emergency no longer exists.
- (3) Restraint must be implemented to protect the health and safety of the student and others.
- (4) Restraint must not deprive the student of “basic human necessities.”

A core team of personnel on each campus must be trained in restraint and include a campus administrator (or designee) and any general or special education personnel likely to use restraint.

When restraint is used, school employees must:

On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.

1. On the day restraint is used, a good faith effort shall be made to verbally notify the parent(s) about its use.
2. Written notification of the use of restraint (Utilizing the SuccessEd Incident Report/Restraint/Time Out Form) must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
3. Written documentation regarding the use of restraint must be placed in the student's special education eligibility folder in a timely manner so the information is available to the IEP team when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).
4. Written notification to the parent(s) and documentation to the student's special education eligibility folder shall include the following:
 - a) name of the student;
 - b) name of the staff member(s) administering the restraint;
 - c) date of the restraint and the time the restraint began and ended;
 - d) location of the restraint;
 - e) nature of the restraint;
 - f) a description of the activity in which the student was engaged immediately preceding the use of restraint;
 - g) the behavior that prompted the restraint;
 - h) the efforts made to de-escalate the situation and alternatives to restraint that were attempted;
 - i) observation of the student at the end of the restraint
 - j) information documenting parent contact and notification; and
 - k) one of the following:
 - (i) if the student has a behavior improvement plan or behavioral intervention plan, whether the behavior improvement plan or behavioral intervention plan may need to be revised because of the behavior that led to the restraint and, if so, identification of the staff member responsible for scheduling an [IEP (Individual Education Program) team] meeting to discuss any potential revisions; or
 - (ii) if the student does not have a behavior improvement plan or a behavioral intervention plan, information on the procedure for the student's parent or person standing in parental relation to the student to request an [IEP team] meeting to discuss the possibility of conducting a functional behavioral assessment of the student and developing a plan for the student.

****Copy of restraint information must be sent to Erin Holly at erin.holly@lcisd.org.**

****For questions on completing the SuccessEd Restraint form, please contact the Director of Transition and Behavior Services, Dr. Valorie Jones, at ext. 0441 or valorie.jones@lcisd.org.**