

Administrative Directive Title: Procedures following Restraint or Isolation of Special Education Students	AD Number: 6.4081.2	Adopted: August 2019 Former Descriptor: STU39
Policy References: Board Policy 6.4081 - Safe Relocation of Students	Revised: 11/2024; 04/2026	

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 must be conducted within ten (10) days, following the physical restraint if:

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

73 **IEP MEETINGS FOLLOWING ISOLATION**

74 An IEP meeting must be conducted within ten (10) days, following isolation if:

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

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

81 IEPs that provide for the use of restraint or isolation in emergencies shall also contain a data-driven

82 functional behavior assessment and a plan for modification of the behavior developed and implemented

83 by a qualified team of professionals. When the use of restraint is proposed at an IEP meeting, the parent

84 shall be advised of the provisions of T.C.A. §§ 49-10-1301, et seq., State Board Rule 0520-01-09, and

85 the IDEA procedural safeguards.