

**CANDIA SCHOOL DISTRICT**  
**PROCEDURES ON USE OF STUDENT RESTRAINT AND SECLUSION**

The Candia School District hereby establishes the following procedures to describe how and in what circumstances restraint or seclusion is used in this District. The procedures are adopted for the purpose of meeting the District's obligations under state law governing the use of restraints and seclusion. The procedures shall be interpreted in a manner consistent with state law and regulations.

***I. Definitions.***

**Restraint.** Any bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraints, physical restraints, and medication restraint used to control behavior in an emergency or any involuntary medication.

Restraint shall not include the following:

- (1) A brief touching or holding to calm, comfort, encourage, or guide a student, so long as there is no limitation on the student's freedom of movement.
- (2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student to stand, if necessary, and then walk to a safe location, so long as the student is in an upright position and moving toward a safe location.
- (3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages and supportive body bands, or other physical holding when necessary for routine medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a student to participate in activities without the risk of physical harm.
- (4) The use of seat belts, safety belts, or similar passenger restraints during transportation of a student in a motor vehicle.
- (5) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a student, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a student or restrict the freedom of movement of the torso, head, arms, or legs of any student.

The five interventions listed immediately above are not considered "restraint" under these procedures, are not barred or restricted by these procedures, and are not subject to the training or notification requirements that otherwise apply to permissible restraints addressed herein.

**Medication Restraint.** When a student is given medication involuntarily for the purpose of immediate control of the student's behavior.

**Mechanical Restraint.** When a physical device or devices are used to restrict the movement of a student or the movement or normal function of a portion of his or her body.

**Physical restraint.** When a manual method is used to restrict a student's freedom of movement or normal access to his or her body.

Prone restraint. When a student is intentionally placed face-down on the floor or another surface, and the student's physical movement is limited to keep the student in a prone position. Prone restraints are prohibited physical restraints; the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form or physical restraint.

### **Dangerous Restraint Techniques.**

- a. Prone restraint, or any other physical restraint or containment technique that:
  - (1) Obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity or restricts the movement required for normal breathing;
  - (2) Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back or abdomen of a student;
  - (3) Obstructs the circulation of blood;
  - (4) Involves pushing on or into the student's mouth, nose, eyes, or any part of the face or involves covering the face, or body with anything, including soft objects such as pillows, blankets, or wash clothes, or
  - (5) Endangers a student's life or significantly exacerbates a student's medical condition.
- b. Intentional infliction of pain, including the use of pain inducement to obtain compliance.
- c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near the student for the purpose of controlling or modifying the behavior of or punishing the student.
- d. Any technique that subjects the student to ridicule, humiliation, or emotional trauma.

**Seclusion.** The involuntary confinement of a student alone in any room or area from which the student is unable to exit, either due to physical manipulation by a person, lock, or other mechanical device or barrier, or from which the student reasonably believes they are not free to leave; or the involuntary confinement of a student to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

Seclusion does not include:

- (1) The voluntary separation of a student from a stressful environment for the purpose of allowing the student to regain self-control, when such separation is to an area which a student is able to leave;
- (2) The involuntary confinement of a student to a room or an area with an adult who is actively engaging in a therapeutic intervention; or
- (3) Circumstances in which there is no physical barrier and the student is physically able to leave.

## ***II. Use of Restraint***

1. Restraint as defined in these procedures shall be used only to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to others.
2. Restraint as defined in these procedures shall only be used by trained personnel and with extreme caution. It should be used only after all other interventions have failed or appear unlikely to succeed based on the student's past history.
3. Use of restraint as defined in these procedures shall be limited to physical restraint. School officials shall not use or threaten to use any dangerous restraint techniques, any inappropriate aversive behavioral interventions, any medication restraints, or any mechanical restraints except as permitted for transporting students.
4. Physical restraint shall be administered in such a way so as to prevent or minimize physical harm.

### **III. Use of Seclusion**

1. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or to others, and may only continue until that danger has dissipated.
2. Seclusion shall only be used by trained personnel after other approaches to the control of behavior have been attempted and been unsuccessful, or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular student.
3. Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion.
4. When seclusion is used, school staff shall designate a co-regulator to monitor the student and develop a plan to help the student manage their state of regulation and their return to a less restrictive setting. The co-regulator shall check the student at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:
  - a) A trusted adult selected by the student.
  - b) A clinician or counselor trained in trauma informed practices.
  - c) A staff member known to have a positive relationship with the student
  - d) A staff member who was not involved in the incident leading to seclusion.

### **IV. Prohibited Use of Restraint or Seclusion**

1. School officials shall not use or threaten to use restraint or seclusion as punishment or discipline for the behavior of student.
2. School officials shall not use or threaten to use medication restraint.
3. School officials shall not use or threaten to use mechanical restraint, except its use is permitted in the transportation of students, as outlined under these procedures.
4. School officials shall not use or threaten to use dangerous restraint techniques, as defined in these procedures.
5. Seclusion shall only be used by trained personnel after other approaches to the control of behavior have been attempted and been unsuccessful, or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular student.
6. Seclusion shall not be used in a manner that that unnecessarily subjects the student to the risk of ridicule, humiliation, or emotional or physical harm.

### **V. Authorization and Monitoring of Extended Restraint & Length of Restraint**

When restraint may permissibly be used on a student, school officials must comply with the following procedures:

1. Restraint shall not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm;
2. Students in restraint shall be continuously and directly observed by personnel trained in the safe use of restraint;
3. During the administration of restraint, the physical status of the student, including skin temperature, color, and respiration, shall be continuously monitored. The child shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty

breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.

4. No period of restraint shall exceed 15 minutes. If restraint is to exceed this time, approval of the Principal or supervisory employee designated by the Principal to provide such approval is required.
5. No period of restraint shall exceed 30 minutes unless a face-to-face assessment of the mental, emotional and physical well-being of the student is conducted by the Principal or supervisory employee designated by the Principal who is trained to conduct such assessments. The assessment must include a determination of whether the restraint is being conducted safely and for a proper purpose. These assessments must be repeated at least every 30 minutes during the period of restraint and documented in writing pursuant to the notification requirements set forth below.

**VI. *Restriction of Use of Mechanical Restraints during Transport of Students.***

1. Mechanical restraints during the transportation of students are prohibited unless the student's circumstances dictate the use of such methods. In any event when a student is transported using mechanical restraints, the Principal shall document in writing the reasons for the use of mechanical restraint. This documentation shall be treated as notification of restraint as discussed in paragraph VIII, below.
2. Whenever a student is transported to a location outside a school, the Principal shall ensure that all reasonable measures consistent with public safety are taken to transport and/or escort the student. Such measures should:
  - a. Prevent physical and psychological trauma,
  - b. Respect the student's privacy, and
  - c. Represent the least restrictive means necessary for the safety of the student.

**VII. *Room Conditions for a Seclusion Area***

When permitted by this chapter, seclusion may only be imposed in rooms which:

- (a) Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the students placed in them.
- (b) Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
- (c) Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.
- (d) Are free of any object that poses a danger to the students being placed in the rooms.
- (e) Have doors which are either not equipped with locks, or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:
  - (1) The need to provide direct and immediate medical attention to a student;
  - (2) Fire;
  - (3) The need to remove a student to a safe location during a building lockdown; or

(4) Other critical situations that may require immediate removal of a student from seclusion to a safe location.

(f) Are equipped with unbreakable observation windows or equivalent devices to allow the safe, direct, and uninterrupted observation of every part of the room.

### ***VIII. Notice and Record Keeping Requirements***

1. Unless prohibited by a court order, a school official shall verbally notify the parent or guardian and guardian ad litem of a restraint or seclusion no later than the time of the return of the student to the parent or guardian on that same day, or the end of the business day, whichever is earlier. Notice shall be made in a manner calculated to provide actual notice of the incident at the earliest practicable time.
2. A school employee who uses restraint or seclusion shall submit a written report to the building principal or the principal's designee within 5 business days after that intervention. If the school employee is not available to submit such a report, the employee's supervisor shall submit such a report within the same time frame. If the principal uses restraint or seclusion, he/or she shall submit a written report to the Superintendent, or his/her designee, within 5 business days. Any report addressed in this section shall contain the following information:
  - a. The date, time and duration of the restraint or seclusion;
  - b. A description of the actions of the student before, during, and after the occurrence; a description of any other relevant events preceding the use of restraint or seclusion, including the justification for initiating the restraint or seclusion.
  - c. The names of the persons involved in the occurrence;
  - d. A description of the actions of the school employees involved before, during, and after the occurrence;
  - e. A description of any interventions used prior to the restraint or seclusion;
  - f. A description of the seclusion or restraint used, including any hold used and the reason the hold was necessary;
  - g. A description of any injuries sustained by, and any medical care administered to, the student, employees, or others before, during, or after the use of restraint or seclusion;
  - h. A description of any property damage associated with the occurrence;
  - i. A description of actions taken to address the emotional needs of the student during and following the incident;
  - j. A description of future actions to be taken to control the student's problem behaviors;
  - k. The name and position of the employee completing the notification; and
  - l. The anticipated date of the final report.
3. Unless prohibited by court order, the Principal or other designee shall, within 2 business days of receipt of the written report described above, send or transmit by first class mail or electronic transmission to the student's parent or guardian and guardian ad litem the information contained in that written report. Within the same time frame, the Principal shall also forward any such report to the Superintendent for retention in that office.
4. Each written report referenced in this section shall be retained by the school and shall be made available for periodic, regular review consistent with any rules that may be adopted by the state board of education for that purpose.

### ***IX. Employee Duty to Report***

1. Any employee who has reason to believe that another employee has engaged in conduct that violates RSA 126-U (NH Restraint and Seclusion Law) and also believes or suspects that such violation constitutes misconduct, shall report the conduct to the Superintendent or designee within 24 hours.

2. Any employee who has reason to believe that another employee has engaged in conduct that violates RSA 126-U (NH Restraint and Seclusion Law) and also believes or suspects that such violation constitutes abuse or neglect, shall report the conduct to the Superintendent or designee, as well as the Department of Human Services and the Department of Education's Bureau of Credentialing.

**X. *Serious Injury or Death during Incidents of Restraint or Seclusion.***

1. In cases involving serious injury or death to a student subject to restraint or seclusion, the school district shall, in addition to the notification requirements above, notify the commissioner of the department of education, the attorney general, and the state's federally designated protection and advocacy agency for individuals with disabilities. Such notice shall include a copy of the written report referenced in Section VIII above.
2. "Serious injury" means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second or third-degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.

**XI. *Team Meeting Requirements***

1. After the first incident of restraint or seclusion in a school year for students identified under special education or Section 504, the District shall hold an IEP or 504 meeting to review the student's IEP or 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.
2. Parents may request a 504 or IEP team meeting after any restraint or seclusion incident and that request must be granted "if there have been multiple instances of restraint or seclusion since the last review."

**XII. *Notice and Records of Intentional Physical Contact***

1. If a school employee has intentional physical contact with a student which is in response to a student's aggression, misconduct, or disruptive behavior, a school representative shall make reasonable efforts to promptly notify the student's parent or guardian.
2. Such notification shall be no later than the time of the student's return to the parent or guardian on that same day, or the end of the business day, whichever is earlier. Notification shall be made in a manner to give the parent or guardian actual notice of the incident at the earliest practicable time.
3. Within 5 business days of the incident of "intentional physical contact with a student which is in response to a student's aggression, misconduct, or disruptive behavior," the school shall prepare a written description of the incident. This description shall include:
  - a) Date and time of the incident;
  - b) Brief description of the actions of the student before, during and after the occurrence;
  - c) Names of the persons involved in the occurrence;
  - d) Brief description of the actions of the school employees involved before, during and after the occurrence; and
  - e) A description of any injuries sustained by, and any medical care administered to, the student, employees, or others before, during or after the incident.
4. If an incident of intentional physical contact amounts to a physical restraint as set forth earlier in these procedures, the school shall meet the notification and record requirements that apply to physical restraint, rather than the requirements that apply to incidents of "intentional physical contact."

5. The notification and record-keeping duties for an incident of intentional physical contact do not apply in the following circumstances:
  - a) When a student is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the student to walk to a safe location -- unless the student is actively combative, assaultive, or self injurious while being escorted, and then these requirements do apply.
  - b) When actions are taken such as separating students from each other, or inducing a student to stand, or otherwise physically preparing a student to be escorted.
  - c) When the contact with the student is incidental or minor, such as for the purpose of gaining a misbehaving student's attention – except that blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive student shall be subject to the requirement.

### ***XIII. Department of Education Review***

1. A parent may file a complaint with the New Hampshire Department of Education regarding the improper use of restraint or seclusion. Resolution of any such complaint should occur within 30 days, with extensions only for good cause.
2. Investigation of any such complaint shall include appropriate remedial measures to address physical and other injuries, protect against retaliation, and reduce the incidence of violations of state standards on restraint and seclusion.

### ***XIV. Civil or Criminal Liability***

Nothing in the District's Policy or Procedures on the Use of Student Restraint should be understood in any way to undercut the protections from civil and criminal liability provided to school officials for the use of force against a minor, consistent with state law found at RSA 627:1, 4, and 6.

Legal Reference:

RSA 126-U:1 to 1; RSA 627:1, 4, 6 Ed 1200-1203, Ed 510

Adopted: May 7, 2015

Revised: March 7, 2024

**INCIDENT REPORT – INTENTIONAL PHYSICAL CONTACT**

Student: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

School/Program: \_\_\_\_\_ Grade: \_\_\_\_\_

Student has: \_\_\_\_\_ IEP \_\_\_\_\_ 504 Plan \_\_\_\_\_ Behavior Plan

Incident Involves: \_\_\_\_\_ Restraint(s) \_\_\_\_\_ Seclusion(s) \_\_\_\_\_ Both Restraint(s) and

Seclusion(s): Beginning Time of Each

Restraint/Seclusion: \_\_\_\_\_

Ending time of Each Restraint/Seclusion: \_\_\_\_\_

Location: \_\_\_\_\_

Person Completing Report: \_\_\_\_\_ Title: \_\_\_\_\_

Staff Involved in Restraint/Seclusion \_\_\_\_\_

\_\_\_\_\_ Title: \_\_\_\_\_

\_\_\_\_\_ Title: \_\_\_\_\_

\_\_\_\_\_ Title: \_\_\_\_\_

Others Involved/Observers:

\_\_\_\_\_ Title: \_\_\_\_\_

\_\_\_\_\_ Title: \_\_\_\_\_

**1. Description of the activity the student was engaged in immediately preceding the restraint/seclusion:**

\_\_\_\_\_  
\_\_\_\_\_

**2. Description of the student’s behavior(s) that prompted the restrain/seclusion, including the justification for initiating the use of the restraint/seclusion:**

\_\_\_\_\_  
\_\_\_\_\_

**3. Description of each restraint/seclusion used, including the restraint (holds) used and the reason the hold was necessary:**

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\_\_\_\_\_  
\_\_\_\_\_

**4. Description of the student’s behavior before, during, and after the restrain/seclusion:**



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**5. Description of the actions of the school staff before, during and after the restrain/seclusion:**

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**6. Description of the interventions utilized prior to the restrain/seclusion and the student's response(s):**

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**7. Description of any injuries to the student, staff, or others. Description of any medical care administered to the student or others. Attach any injury reports that were necessitated by the restraint/seclusion;**

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**8. Description of any property damage associated with the incident:**

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**9. Description of the actions taken to address the emotional needs of the student during and following the incident. For incidents involving a seclusion, description should include actions taken by the co-regulator to monitor the child and develop a plan to help the child manage their state of regulation and their return to a less restrictive setting.**

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**10. Description of any future actions to be taken with respect to the student's behaviors:**

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**11. Anticipated Date of Final Report to Parents: \_\_\_\_\_**

**Signature of Person Completing Report: \_\_\_\_\_ Report Date: \_\_\_\_\_**