

Survey Background, Instructions, and Definitions

The Annotated Code of Maryland Education Article 7-1102.1 requires that each public agency, public school system, and nonpublic special education school in Maryland submit annual data on physical restraint and seclusion to the Maryland State Department of Education. These data are then compiled into a report that will be shared with the General Assembly.

The requested data include the following: (1) Incidents of Physical Restraint and Seclusion; (2) Professional Development; (3) Observation of Seclusion Rooms; and (4) Review of Training Plans for the Use of Seclusion.

Please complete the survey items based upon the data that have been collected for the 2020-2021 school year, from July 1, 2020, until June 30, 2021. The survey will be open for data entry from July 16, 2021, to August 27, 2021.

Contact: For any questions about the data collection or survey, please contact Kimberly Buckheit at kimberly.buckheit@maryland.gov or 410-767-4420.

Definitions:

NONPUBLIC SCHOOL: a school that receives funds from the Maryland State Department of Education for the purpose of providing special education and related services to students with disabilities.

PUBLIC AGENCY: A local school system, the Maryland School for the Deaf, the Maryland School for the Blind.

SECLUSION: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program that involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

PHYSICAL RESTRAINT: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. Physical restraint does not include a physical escort, which is the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purposes of inducing a student who is acting out to walk to a safe location; moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or intervening in a fight.

(Definitions used for physical restraint and seclusion are from the Code of Maryland Regulations 13A.08.04)

NOTE: The local superintendent is also required to sign and submit the Physical Restraint and Seclusion Data Collection Certification Statement, along with a copy of current policies and/or

guidelines on physical restraint and seclusion, no later than August 27, 2021. This survey allows for documents to be uploaded at the end of the survey.

1. Identify your Local School System (LSS):

2. Respondent Information:

Name:	Caroline Walker
Title:	Executive Director Program Innovation & Student Well-Being
Department or Division:	Program Innovation & Student Well-Being
Email Address:	caroline_walker@hcpss.org
Phone:	410-313-7136

Physical Restraint

Please respond to all questions below regarding physical restraint for your school system, public agency, or nonpublic school for the 2020-2021 school year.

3. Provide the total number of physical restraint INCIDENTS (**Note: There may be multiple incidents per student**):

137

4. Provide the total number of students (**unduplicated count**) who were physically restrained:

38

5. Provide the number of physical restraint INCIDENTS for students with an Individualized Educational Program (IEP):

134

6. Provide the number of physical restraint INCIDENTS that involved students with the following special education disabilities:

Autism:	19
Hearing Impairment:	■
Deaf/Blind:	■
Developmental Delay:	27
Emotional Disturbance:	10
Intellectual Disability:	■
Multiple Disability:	■
Orthopedic Impairment:	■
Other Health Impairment:	70
Specific Learning Disability:	■
Speech/Language Impairment:	■
Traumatic Brain Injury:	■
Visual Impairment:	■
Deaf:	■

7. Provide the number of physical restraint INCIDENTS that involved students in the following placements:

General Education	29
Special Education	105

8. Provide the number of physical restraint INCIDENTS for students by race/ethnicity:

White:	8
African American:	95
Asian:	30
American Indian/Alaskan:	
Native Hawaiian/Pacific Islander:	
Hispanic	4
Two or More Races:	

9. Provide the number of physical restraint INCIDENTS for students by gender:

Male:

126

Female:

11

Nonbinary:

0

10. Provide the number of physical restraint INCIDENTS for students by the age bands provided **(these are the age bands used in the annual report)**:

3 years - 4 years old:

-0

5 years - 10 years old:

130

11 years - 13 years old:

6

14 years - 18 years old:

1

19 years - 21 years old:

0

Seclusion

Please respond below regarding seclusion for your school system, public agency, or nonpublic school for the 2020-2021 school year.

* 11. Does your local school system, public agency, or nonpublic school allow for the use of seclusion as a practice?

☒ Yes

☐ No

Seclusion

12. Provide the total number of seclusion INCIDENTS (**Note: There may be multiple incidents per student**):

161

13. Provide the total number of students (**unduplicated count**) who were secluded:

21

14. Provide the number of seclusion incidents involving students with an Individualized Education Program (IEP):

161

15. Provide the number seclusion INCIDENTS involving students with the following special education disabilities:

Autism:

■

Hearing Impairment:

■

Deaf/Blind:

■

Developmental Delay:

33

Emotional Disturbance:

32

Intellectual Disability:

■

Multiple Disability:

■

Orthopedic Impairment:

■

Other Health Impairment:

89

Specific Learning
Disability:

■

Speech/Language
Impairment:

■

Traumatic Brain Injury:

■

Visual Impairment:

■

Deaf:

■

16. Provide the number of seclusion INCIDENTS involving students in the following placements:

General Education:

11

Special Education

150

17. Provide the number of seclusion INCIDENTS for students by race/ethnicity:

White:

29

African American:

59

Asian:

73

American Indian/Alaskan:

Hawaiian/Pacific Islander:

Hispanic

Two or More Races:

18. Provide the number of seclusion INCIDENTS for students by gender:

Male:

143

Female:

8

Nonbinary:

0

19. Provide the number of seclusion INCIDENTS for students by age **(these are the age bands used in the annual report)**:

3 years - 4 years old:

0

5 years - 10 years old:

141

11 years - 13 years old:

20

14 years - 18 years old:

19 years - 21 years old:

CERTIFICATION FOR OBSERVATION OF SECLUSION ROOMS

(For current COMAR Guidelines on Seclusion Rooms, refer to 13a.08.04.05 which can be accessed at the following link: <http://www.dsd.state.md.us/comar/comarhtml/13a/13a.08.04.05.htm>)

20. Has an individual from the local school system, public agency or nonpublic school observed each seclusion room during the 2020-2021 school year?

☐ Yes

☐ No

21. Provide the name(s) and title(s) of the individual(s) who conducted the observation of the seclusion room(s):

Name:

Title:

Email:

22. Please describe findings as a result of the observation of the seclusion room(s) during the 2020-2021 school year:

23. Has an individual from the local school system, public agency, or nonpublic school reviewed the training plan(s) for seclusion in the 2020-2021 school year?

☐ Yes

☐ No

24. Provide the name and title of the individual who reviewed the training plan(s) for seclusion during the 2020-2021 school year:

Name:

Title:

Email:

25. Please describe findings as a result of the review of the training plan(s) for seclusion during the 2020-2021 school year:

26. If your local school system, public agency, or nonpublic school did not observe seclusion room(s) and/or review training plan(s) for the 2020-20201 school year, explain why.

Professional Development Report

Chapter 611 (*Restraint and Seclusion-Considerations and Reporting*) requires that each public agency, public school system, and nonpublic special education school in Maryland shall "submit to the Department a report for the prior school year on the professional development provided to designated school personnel related to positive behavior interventions, strategies, and supports and trauma-informed interventions."

27. How many hours of training were required for personnel to be considered authorized to perform as a school-wide resource, or to be authorized to perform physical restraint and/or seclusion in the 2019-2020 school year? Please elaborate upon different hourly requirements (first time trained personnel, annual updates for previously trained personnel) within the comment box.

28. Indicate what content related to physical restraint and/or seclusion was included in professional development provided to school personnel who are considered authorized to perform as a school-wide resource, or who are authorized to perform physical restraint and/or seclusion in the 2020-2021 school year **(check all that apply)**:

- | | |
|--|--|
| <input type="checkbox"/> Positive Behavior Interventions, Strategies, and Supports | <input type="checkbox"/> CPR/First Aid |
| <input type="checkbox"/> System Level Policy and Procedures Related to the Use of Physical Restraint and Seclusion | <input type="checkbox"/> Life Space Crisis Intervention |
| <input type="checkbox"/> Functional Behavior Assessment | <input type="checkbox"/> Ukeru Training |
| <input type="checkbox"/> Trauma Informed Intervention | <input type="checkbox"/> Applied Behavior Analysis |
| <input type="checkbox"/> Evidence-Based Crisis Prevention and Intervention Training (e.g., CPI) Program | <input type="checkbox"/> Therapeutic Aggression Control Techniques (TACT2) |
| <input type="checkbox"/> Use of Seclusion | |

Other (please specify)

29. On average, how many unique professional development events related to physical restraint and/or seclusion were personnel required to participate in during the 2020-2021 school year?

- | | |
|--------------------------------|--|
| <input type="radio"/> 1 event | <input type="radio"/> 4 events |
| <input type="radio"/> 2 events | <input type="radio"/> 5 events |
| <input type="radio"/> 3 events | <input type="radio"/> 6 or more events |

30. On average, what was the duration for each professional development event that occurred in the 2020-2021 school year?

- | | |
|---|---|
| <input type="radio"/> 1 hour per event | <input type="radio"/> 4 hours per event |
| <input type="radio"/> 2 hours per event | <input type="radio"/> 5 hours per event |
| <input type="radio"/> 3 hours per event | <input type="radio"/> 6 or more hours per event |

31. Indicate the position(s) held by those who **conducted** the professional development event(s) in the 2020-2021 school year:

- | | |
|--|--|
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> System Administrator | <input type="checkbox"/> Behavior Therapist |
| <input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> School Based Social Worker |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> Mental Health Support Person |
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> Consultant (e.g., from an External Agency/Organization) |

Other (please specify)

32. Enter the number of individuals in your local school system, public agency, or nonpublic school who received professional development related to physical restraint and/or seclusion in the 2020-2021 school year:

33. Indicate what types of positions were held by the individuals that received training during the 2020-2021 school year:

- | | |
|--|---|
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> Teaching Assistant |
| <input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> School Resource Officer |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> Behavior Therapist |
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> Mental Health Support Person |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> School Based Social Worker |
| <input type="checkbox"/> Other (please specify) | |

34. Please upload artifacts as evidence of professional development content from the 2020-2021 school year.

Files may be uploaded as a PDF or Word Document

Choose File

Choose File

No file chosen

35. Additional artifacts, if needed

Choose File

Choose File

No file chosen

36. Additional artifacts, if needed

Choose File

Choose File

No file chosen



Certification Documents

Document Uploads

37. Upload your current Physical Restraint and Seclusion Policies and/or Guidelines.

Document must be either a PDF or Word Document

Choose File

Choose File

No file chosen

38. Upload additional policy documents as needed

Choose File

Choose File

No file chosen

39. Upload the signed **Physical Restraint and Seclusion Data Collection Certification Statement** here
(public school systems only).

Document must be either a PDF or Word Document

Choose File

Choose File

No file chosen

CERTIFICATION FOR OBSERVATION OF SECLUSION ROOMS

(For current COMAR Guidelines on Seclusion Rooms, refer to 13a.08.04.05 which can be accessed at the following link:

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.08.04.05.htm>)

20. Has an individual from the local school system, public agency or nonpublic school observed each seclusion room during the 2020-2021 school year? __Yes__

21. Provide the name(s) and title(s) of the individual(s) who conducted the observation of the seclusion room(s):_Brittany Sibiski, Michelle Weatherby _____

22. Please describe findings as a result of the observation of the seclusion room(s) during the 2020-2021 school year: __We did not have a formal process. _____

23. Has an individual from the local school system, public agency, or nonpublic school reviewed the training plan(s) for seclusion in the 2020-2021 school year? _Yes__

24. Provide the name and title of the individual who reviewed the training plan(s) for seclusion during the 2020-2021 school year: _Caroline Walker, Executive Director, Program Innovation and Student Well-Being, Jessica Yaniro Instructional Facilitator Department of Special Education, Terrell Savage, Executive Director, Special Education _____

25. Please describe findings as a result of the review of the training plan(s) for seclusion during the 2020-2021 school year: __We added Safety Care Basics for more schools. _____

26. If your local school system, public agency, or nonpublic school did not observe seclusion room(s) and/or review training plan(s) for the 2020-20201 school year, explain why _____

PROFESSIONAL DEVELOPMENT REPORT:

Chapter 611 (Restraint and Seclusion-Considerations and Reporting) requires that each public agency, public school system, and nonpublic special education school in Maryland shall "submit to the Department a report for the prior school year on the professional development provided to designated school personnel related to positive behavior interventions, strategies, and supports and trauma-informed interventions." Professional Development Report Maryland State Department of Education Physical Restraint and Seclusion Data Collection SY 2020-2021, Public

27. How many hours of training were required for personnel to be considered authorized to perform as a school-wide resource, or to be authorized to perform physical restraint and/or seclusion in the 2019-2020 school year? Please elaborate upon different hourly requirements

(first time trained personnel, annual updates for previously trained personnel) within the comment box. __8-16 hours__

28. Indicate what content related to physical restraint and/or seclusion was included in professional development provided to school personnel who are considered authorized to perform as a school-wide resource, or who are authorized to perform physical restraint and/or seclusion in the 2020-2021 school year (check all that apply):

- ~~Positive Behavior Interventions Strategies, and Supports~~
- ~~System Level Policy and Procedures Related to the Use of Physical Restraint and Seclusion Functional Behavior Assessment~~
- ~~Trauma Informed Intervention~~
- ~~Evidence Based Crisis Prevention and Intervention Training (e.g., CPI) Program~~
- ~~Use of Seclusion~~
- ~~CPR/First Aid~~
- Life Space Crisis Intervention
- Ukeru Training
- Applied Behavior Analysis
- Therapeutic Aggression Control Techniques (TACT2)
- OTHER

29. On average, how many unique professional development events related to physical restraint and/or seclusion were personnel required to participate in during the 2020-2021 school year?

- ~~1 event~~
- 2 events
- 3 events
- 4 events
- 5 events
- 6+ events

30. On average, what was the duration for each professional development event that occurred in the 2020- 2021 school year?

- 1 hr per event
- 2 hrs per event
- 3 hrs per event
- 4 hrs per event
- 5 hrs per event
- ~~6+ hrs per event~~

31. Indicate the position(s) held by those who **conducted** the professional development event(s) in the 2020- 2021 school year:

- School administrator
- System Administrator
- ~~Special Ed Teacher~~

- General Ed Teacher
- School Counselor
- School Psychologist
- Behavior Therapist
- Mental Health Support Person
- School Based Social Worker
- Consultant

32. Enter the number of individuals in your local school system, public agency, or nonpublic school who received professional development related to physical restraint and/or seclusion in the 2020-2021 school year: 900

33. Indicate what types of positions were held by the individuals that **received** training during the 2020-2021 school year:

- School administrator
- Special Ed Teacher
- General Ed Teacher
- School Counselor
- School Psychologist
- Teaching Assistant
- School Resource Officer
- Behavior Therapist
- Mental Health Support Person
- School Based Social Worker
- OTHER

34. Please upload artifacts as evidence of professional development content from the 2020-2021 school year.

CERTIFICATION DOCUMENTS

37. Upload your current Physical Restraint and Seclusion Policies and/or Guidelines
[Policy 9400: Student Behavior Intervention](#)

38. Upload additional policy documents as needed

39. Upload the signed Physical Restraint and Seclusion Data Collection Certification Statement here (public school systems only).

[Home](#) / [Series 9000](#)

Policy 9400 – Student Behavior Intervention

The purpose of this policy is to define the process by which the Howard County Public School System (HCPSS) promotes positive behavior interventions to ensure the consistent use of exclusion, physical restraint, and seclusion as forms of student behavior interventions in schools and to ensure that the use is limited to necessary/critical situations.

[Policy Document](#)[Implementation Procedures](#)

I. Policy Statement

The Board of Education is committed to providing a safe, engaging, and supportive school environment that fosters the social and emotional safety, dignity, and well-being of all students. In accordance with Maryland State Department of Education (MSDE) directive, the Board acknowledges the need for staff members to use an array of research-based positive behavior interventions, strategies, and supports to improve student behaviors and exclusion from the classroom environment, physical restraint, or seclusion may be used only when lesser interventions are ineffective.

II. Purpose

The purpose of this policy is to define the process by which the Howard County Public School System (HCPSS) promotes positive behavior interventions to ensure the consistent use of exclusion, physical restraint, and seclusion as forms of student behavior interventions in schools and to ensure that the use is limited to necessary/critical situations.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. Behavior Intervention Plan (BIP) – A proactive, data-based, structured plan that is developed as a result of a functional behavioral assessment which is consistently applied by trained staff to reduce or eliminate a student’s challenging behaviors and to support the development of appropriate behaviors and responses.
- B. Corporal Punishment – Physical penalty or undue physical discomfort inflicted on the body of a student.
- C. Emergency – An imminent threat of serious bodily injury to self or others. It may not include verbal threats alone.
- D. Exclusion – The removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction including special education, related services, or support and is not physically prevented from leaving or returning to the classroom.
- E. Functional Behavior Assessment (FBA) – A systematic process of gathering information to guide the development of an effective and efficient BIP for the problem behavior.

“Functional behavior assessment” includes the:

1. Identification of the functions of the problem behavior for the student;
2. Description of the problem behavior exhibited in the educational setting; and
3. Identification of environmental and other factors and settings that contribute to or predict the occurrence, nonoccurrence, and maintenance of the behavior over time.

F. Individualized Education Program (IEP) – Written description of the special education and related services for a student with a disability that is developed, reviewed, and revised by the student’s IEP team.

G. Individualized Education Program Team – A group of individuals to include parents responsible for identifying and evaluating students with disabilities. The IEP team develops, reviews, and/or revises an IEP for a student with a disability and determines placement in the least restrictive environment.

H. Mechanical Restraint – The use of any device or equipment to restrict a student’s freedom of movement.

“Mechanical restraint” does not include devices implemented by trained school personnel, or used by a student, that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, including:

1. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
2. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
3. Restraints for medical immobilization; or
4. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

I. Parent – Any one of the following, recognized as the adult(s) legally responsible for the student:

1. Biological Parent – A natural parent whose parental rights have not been terminated.
2. Adoptive Parent – A person who has legally adopted the student and whose parental rights have not been terminated.
3. Custodian – A person or agency appointed by the court as the legal custodian of the student and granted parental rights and responsibilities.
4. Guardian – A person who has been placed by the court in charge of the affairs of the student and granted parental rights and responsibilities.
5. Caregiver – An adult resident of Howard County who exercises care, custody, or control over the student but who is neither the biological parent nor legal guardian, as long as the person satisfies the requirements of the Education Article, §7-101 (c) (Informal Kinship Care) or has been issued a U.S. Department of Health and Human Service’s Office of Refugee Resettlement (ORR) Verification of Release form entering into a custodial arrangement with the federal government.
6. Foster Parent – An adult approved to care for a child who has been placed in their home by a state agency or a licensed child placement agency as provided by the Family Law Article, §5-507.

J. Physical Restraint – A personal restriction that immobilizes or reduces the ability of a student to move the student’s torso, arms, legs, or head freely.

“Physical restraint” does not include:

1. Briefly holding a student to calm or comfort the student;
2. A physical escort, which is the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purposes of inducing a student who is acting out to walk to a safe location;

3. Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or

4. Intervening in a fight in accordance with Education Article §7-307, Annotated Code of Maryland.

K. Positive Behavior Support –The school-wide and individual application of data-driven, trauma-informed actions, instruction, and assistance to promote positive social and emotional growth while preventing or reducing challenging behaviors in an effort to encourage educational and social emotional success.

L. Restraint – The act of limiting an individual’s movement or action.

M. Seclusion– The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

“Seclusion” does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

N. Serious Bodily Injury – Physical injury which involves:

1. A substantial risk of death
2. Extreme physical pain
3. Protracted and obvious disfigurement
4. Protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

O. Student Support Team (SST) – A diverse group of school-based educators, that may include school counselors, psychologists, administrators, nurses, and teachers, that meets regularly to discuss the educational and behavioral needs of students. When necessary, this group also collaboratively develops interventions to support the specific needs of students.

P. Trauma-informed Intervention – An approach that is informed by the recognition of the impact that trauma, including violence, abuse, neglect, disaster, terrorism, and war, may have on a student’s physical and emotional health and ability to function effectively in an educational setting.

IV. Standards

A. Staff members will use effective classroom management strategies followed by a continuum of positive behavior interventions, strategies, and supports to increase or decrease targeted student behavior.

B. Parents and school staff members may at any time request a meeting in order to, among other things:

1. Conduct an FBA
2. Develop, review, or revise a student’s BIP.

C. Only trained school staff members may use exclusion, physical restraint, or seclusion after a continuum of positive, less restrictive or alternative approaches have been considered, and either attempted or determined to be ineffective or inappropriate for the maintenance of a safe, positive learning environment. The use of exclusion, physical restraint, or seclusion may be used only without intent to do harm or create undue discomfort and consistent with known medical or psychological limitations and the student’s behavior intervention plan.

D. Trained school staff members may use exclusion to address a student’s behavior if the student’s behavior unreasonably interferes with the student’s learning or the learning of others and/or constitutes an emergency and exclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate; is requested by the student; or is supported by the student’s BIP.

E. The use of physical restraint or seclusion is prohibited in HCPSS unless there is an emergency situation and physical restraint or seclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive,

nonphysical interventions have failed or been determined inappropriate.

F. If an emergency situation results in the use of physical restraint or seclusion or school personnel have made a student-specific determination that it may need to be used consistent with Section IV.E. of these policy, physical restraint or seclusion may be included in a student's BIP or IEP to address the student's behavior in an emergency situation, provided that school personnel:

1. Review available data, including consultation with medical health professionals as appropriate, to identify whether the use of physical restraint or seclusion may be unsafe based on medical history or past trauma,
2. Identify in the student's IEP or BIP the less intrusive, non-physical interventions that will be used to respond to the student's behavior until the physical restraint or seclusion is used in an emergency situation, and
3. Obtain written consent from parent, consistent with Education Article, Section 8-405, Meetings to Discuss and Evaluate Educational Program.

G. If excessive exclusion, physical restraint, or seclusion is used for a student who has not been identified as a student with a disability, the student will immediately be referred to the school's Student Support team (SST) or an IEP team.

H. If physical restraint or seclusion is used for a student with a disability, and the student's IEP or behavior intervention plan does not include the use of physical restraint or seclusion, the IEP team will meet, within 10 business days of the incident to consider: the need for a functional behavioral assessment; developing appropriate behavioral interventions; and implementing a behavioral intervention plan.

I. The use of corporal punishment and mechanical restraint are prohibited in HCPSS.

J. Annually, HCPSS will provide professional development to designated school staff members on the appropriate implementation of this policy.

K. Designated staff members will be trained on how to administer physical restraint. Only those trained staff will implement physical restraints.

L. Each school will establish and maintain a team trained to implement physical restraints in emergency situations.

M. Each time a student is in a physical restraint or seclusion, school staff members will document the incident using Student Behavior Intervention Data Collection Form for Restraint or Seclusion.

N. Monitoring and Compliance

1. Schoolwide resource personnel will review and collect data quarterly pertaining to physical restraint and seclusion and forward it to the Department of Special Education.

2. Data will be collected by:

- a. Total number of physical restraint and seclusion incidents,
- b. Total number of students;
- c. Type of physical restraint utilized;
- d. Length of time of physical restraint or seclusion;
- e. Student's gender, race, disability, and grade;
- f. Behavior that precipitated the use of physical restraint or seclusion; and
- g. Number of students referred to the school's SST.

3. In cases whereby a student, staff member or parent of a student feels there has been a violation or a misinterpretation of this policy or procedure, the grievance process outlined in the HCPSS Student and Parent Handbook, Policy 9020

Students Rights and Responsibilities, and Policy 9200 Student Discipline will be utilized.

4. The HCPSS will, upon request, submit any information regarding any matter related to physical restraint or seclusion practices to the MSDE.

O. This policy does not prohibit school personnel from initiating appropriate student disciplinary actions; nor does it prohibit law enforcement, judicial authorities, or school security personnel from exercising their responsibilities.

V. Responsibilities

- A. The Superintendent/Designee will implement this policy and will ensure that students and parents are provided annual notice of this policy.
- B. The Department of Special Education will monitor the use of physical restraint and seclusion.
- C. School administrators and HCPSS supervisors will ensure that professional learning occurs annually for all staff members outlining the key components of this policy.
- D. At the beginning of each school year, the principal/designee will identify a team made up of staff members who receive professional development and serve as a school wide resource to assist in ensuring proper administration of this policy.
- E. The principal will inform all school staff members that only trained and identified staff members may administer physical restraint and/or seclusion.
- F. The principal will inform the school staff members that corporal punishment and mechanical restraint are prohibited and that the administering of such punishment is grounds for disciplinary action.
- G. The principal/designee will make every effort to notify parents immediately, but no more than 24 hours after, both verbally and in writing, of an instance of physical restraint and/or seclusion and the behavior that warranted the intervention.
- H. The principal/designee will implement this policy at his/her school and ensure that students, staff members, and parents are provided annual notice of this policy.
- I. The principal/designee will receive, investigate, and document complaints regarding exclusion, physical restraint, and seclusion practices.

VI. Delegation of Authority

The Superintendent is authorized to develop procedures for the implementation of this policy.

VII. References

A. Legal

- The Annotated Code of Maryland, Education Article, §7-307, Principals, teachers, and school security guards intervening in fights
- The Annotated Code of Maryland, Education Article, §7-101 (c) (Informal Kinship Care)
- The Annotated Code of Maryland, Education Article, §8-405, Meetings to Discuss and Evaluate Educational Program
- The Annotated Code of Maryland, Family Law Article, §5-507
- COMAR 13A.08.04, Student Behavior Interventions

B. Other Board Policies

- [Policy 7030 Employee Conduct and Discipline](#)

- [Policy 9020 Students' Rights and Responsibilities](#)
- [Policy 9050 Student Records](#)
- [Policy 9060 Rehabilitation Act of 1973 Compliance: Section 504](#)
- [Policy 9200 Student Discipline](#)

C. Relevant Data Sources

D. Other

- [HCPSS Student and Parent Handbook](#)
- [HCPSS Student Code of Conduct](#)
- Restraint/Seclusion Quarterly Reporting Form
- Student Behavior Intervention Data Collection Form for Restraint or Seclusion

VIII. History

ADOPTED: June 8, 2017

REVIEWED:

MODIFIED: September 5, 2019

REVISED:

EFFECTIVE: September 5, 2019

Howard County Public School System

10910 Clarksville Pike
Ellicott City, MD 21042
Main Phone: (410) 313-6600

[Staff Directory](#) | [Inclusivity & Accessibility](#)





Mohammed Choudhury
State Superintendent of Schools

**Maryland State Department of Education
Physical Restraint and Seclusion Data Collection
Annual Certification Statement
2020-2021**

Local School System or Nonpublic Agency: Howard County Public School System

Restraint and Seclusion Data Collection Contact Person: Dr. Caroline Walker

Telephone: 410-313-7136 Fax: N/A

Email of Contact Person: caroline_walker@hcpss.org

I certify that the requirements of COMAR 13A.08.04 for physical restraint and seclusion are being implemented in the local school system and that the data submitted for this report are complete and accurate.

Signature of Local Superintendent/Chief Executive Officer
Michael J. Martirano, Ed.D.

8/27/21
Date

Please upload this signed certification statement into the 2021 data collection survey prior to final submission.

Kimberly Buckheit
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Maryland State Department of Education
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