

RSU #63

- a. NEPN/NSBA Code: IJND
- b. Title: District Issued Computing Device Usage at Home
- c. Author: Board of Directors/Superintendent
- d. Replaces Policy:
- e. Date Approved: ~~09/27/2021~~ RSU #63
- f. Previously Approved: ~~09/27/2021~~ ~~04/24/2017~~
- g. Policy Expiration: Review as Needed
- h. Responsible for Review: Technology Committee/Policy Committee
- i. Date Reviewed: ~~08/16/2021~~ Technology Coordinator
~~08/25/2021~~ Policy Committee
- j. References:
- k. Narrative:

The RSU #63 Board of Directors (the Board) believes District issued computing devices (laptop or tablet) are valuable educational tool and should only be used for educational and/or research purposes consistent with the mission, goals, and objectives of RSU 63 (the District). Failure to comply with this policy and the procedures outlined herein may result in loss of the issued computing device privileges, disciplinary action, and/or legal action. The following outlines the process to be followed in order that students may take the computing device home to do their homework.

I. Signing Out a District Issued Computing Device

- A. In order for a District issued computing device, charger, and it's carrying case to be signed out by the student to take home, the student and parent/guardian MUST agree to the following responsibilities and rules.

1. Parent/Guardian Responsibilities

- a. Read the Acceptable Use Policy (IJNDB) and discuss it with student.
- b. Discuss appropriate use of the internet and supervise student's use of the internet. **The District internet security filters do not protect the computing device from inappropriate internet content once they leave school grounds.**
- c. Supervise the students use of the computing device at home. The computing device should ALWAYS be used in a common family location so adult supervision can be maintained at all times. Students should not isolate themselves from others when using the device.
- d. Ensure the computing device is charged nightly and students begin the school day with a fully charged battery.
- e. Agree to make sure the computing device, charger, and protective case is

returned to the school at the end of each school year, upon student withdrawal from the District, or when requested by an RSU 63 Administrator or staff member.

- f. The parent/guardian **MUST** sign and return the Computing Device Maintenance Program form if they wish the student to be able to take the computing device home. Scholarships will be available to eligible families unable to pay the annual Maintenance fee. The Holbrook School Maintenance Program Form is attached as Exhibit A.

2. Student Responsibilities

- a. Read the Acceptable Use Policy (IJNDB) and discuss it with my parents/guardians.
 - b. Adhere to the terms of the RSU 63's Acceptable Use Policy and District guidelines each time the computing device is used, at home or at school.
 - c. Recharge the device nightly and begin the school day with a fully charged battery.
 - d. Keep the device in its assigned protective case at all times when not being used.
 - e. Do not give out personal information, such as name, address, photo, or other identifying information online.
 - f. Report loss/theft of computing device to parents, School Principal, and proper authorities (police) within 24 hours.
 - g. Report all problems and damage immediately to the School Principal or Technology Coordinator.
 - h. Do not remove or attempt to remove identification tags on the computing device or deface with stickers, marking pens, etc.
3. Students planning to sign out their device must inform their homeroom teacher in advance of this request to ensure the teacher's availability after school. Short- and long-term substitute teachers may sign out computing devices to the student providing the student has informed the substitute teacher in advance for the same reason as stated above. A card will be issued to each student to place in their computing device charging slot during the time it is taken home.
4. Sign out times for devices will take place immediately after school unless alternative arrangements have been made with the homeroom teacher. Special arrangements (i.e., a parent/guardian signing out and picking up) must be made in advance for

1st Review Policy Committee: 11/06/2023

2nd Review Policy Committee: 01/11/2024

1st Reading by Board: 01/22/2024

those students participating in extra-curricular activities. Devices are NOT to be taken into locker rooms, on playing fields, courts, or away games, etc.

- II.** Devices should never be used on the bus or in any moving vehicle, sports practices or games, or in any location that would increase the risk of loss or damage to the computing device.
- III.** Computing devices must remain at Holbrook School from the Wednesday before vacation starts through the entire school vacation. The dates for the current school year are:

November __-__ December __-__ January __ February __-__ April __-__

- IV.** Return of the Computing Device to School:

- A.** The computing device, charger, and it's carrying case will be signed back in before or during homeroom on the school day following the day it was signed out or the day assigned for return. Parents/guardians will be contacted directly if a student returns to school without the complete unit, and will be expected to bring the entire unit to school immediately.
- B.** Failure to check the computing device in on time will result in the school revoking the privilege of signing out your computing device to take home for a period of time determined appropriate by the building principal.

EXHIBIT A

**Holbrook School
Computing Device Maintenance Agreement
20__-20__ School Year**

Student Name: _____

Homeroom Teacher's Name: _____

Parent/Guardian: _____

Address: _____

Home Phone: _____ **Work Phone:** _____

Computing Device Maintenance Coverage

The Holbrook School Computing Device Maintenance Agreement covers the cost of *accidental* damage outside of school *only*. The Computing Device Maintenance Agreement *does not* cover in school or out of school damage caused by intentional or malicious behavior.

Damage to a computing device, its protective carrying case, or charger will be investigated by the district Technology Coordinator and the Holbrook School principal.

Should the investigation reveal that damages were caused by intentional or malicious behavior, replacement costs and/or repair for damages will be the sole responsibility of the parent(s)/guardian(s).

Computing devices must remain at Holbrook School from the Wednesday before vacation starts through the entire school vacation. The dates for the current school year are:

November __-__ December __-__ January __ February __-__ April __-__

Participation Information

_____ I elect to participate in the Holbrook School Computing Device Maintenance Agreement at a cost of \$25.00 for each student. Acquiring this maintenance protection means that my student's computing device may go home during the **20__ - 20__** school year.

Payment Options (*please select one of these options*)

_____ Full non-refundable/non-transferable payment of \$25.00.

_____ Scholarship assistance is requested. Please contact the building principal at 843-7769 for details on how you may still obtain the required maintenance coverage.

**** Please make check payable to Holbrook School ****

Parent/Guardian

Signature _____

Date _____

By signing, you are acknowledging that you are participating in the Holbrook School Computing Device Maintenance Agreement and accept all aspects of the maintenance agreement.

RSU #63

- a. **NEPN/NSBA Code:** JKAA
- b. **Title:** Use of Physical Restraint and Seclusion
- c. **Author:** Director of Special Services
- d. **Replaces Policy:**
- e. **Date Approved:** ~~11/29/2021~~ RSU #63
- f. **Previously Approved:** ~~11/29/2021~~ 04/24/2017
- g. **Policy Expiration:** Review as Needed
- h. **Responsible for Review:** Superintendent, Director of Special Services & Policy Committee
- i. **Date Reviewed:** ~~10/25/2021~~ Superintendent
~~10/12/2021~~ Director of Special Services
~~11/08/2021~~ Policy Committee
- j. **References:** 20-A MRSA §§ 4014, 4502 (5)(M); 4009 Me. DOE reg., Ch. 33
- Cross Referenced Policies:** JKAA-R – Use of Physical Restraint and Seclusion-Administrative Procedures
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement
EBCA – Comprehensive Emergency Management Plan
- k. **Narrative:**

The RSU 63 Board of Directors (the Board) has adopted this policy and related administrative procedures (JKAA-R) to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of serious physical injury to the student or others.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the related administrative procedure, but may delegate specific responsibilities as they deem appropriate.

I. Definitions:

The following definitions apply to this policy and the accompanying procedure:

A. Physical restraint: A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.

B. Physical restraint does not include any of the following:

1. Physical escort: A temporary, voluntary touching or holding of the hand, wrist, arm, shoulder, or back to induce a student to walk to a safe location.

2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
 3. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.
 4. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
- C. **Seclusion**: The voluntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.
- D. **Seclusion does not include**:
- II. Timeout: An intervention where a student requests, or complies with an adult request for, a break.
- III. **Procedures for Implementing Physical Restraint and Seclusion**
- A. The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation, and reporting, are included in administrative procedure, Policy JKAA-R.
- IV. **Annual Notice of Policy/Procedure**
- A. RSU 63 will provide annual notice to parents/guardians of this policy/procedure by means determined by the Superintendent or the Superintendent's designee.
- V. **Training Requirements**
- A. All school staff and contracted providers will receive an annual overview of this policy/procedure.
- B. RSU 63 will ensure there are sufficient number of administrators and/or designees, special education, and other staff who maintain certification in a restraint and seclusion training program approved by MDOE. A list of certified staff will be updated annually and maintained in the Superintendent's Office, in each school building office, and in RSU 63's Comprehensive Emergency Management Plan.

VI. Parent/Guardian Complaint Procedure

- A.** A parent/guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent and/or the Superintendent's designee will investigate the complaint and provide written findings to the parent/guardian within twenty (20) business days, if practicable.
- B.** A parent/guardian who is dissatisfied with the results of the local complaint process may file a complaint with the MDOE. The MDOE will review the results of the local complaint process and the related investigation and may initiate its own investigation at its sole discretion. The MDOE will issue a written report with specific findings to the parent/guardian and RSU 63 within sixty (60) calendar days of receiving the complaint.

RSU #63

- a. **NEPN/NSBA Code:** JKAA-R
- b. **Title:** Procedures on Physical Restraint and Seclusion
- c. **Author:**
- d. **Replaces Policy:**
- e. **Date Approved:** ~~11/29/2021~~ RSU #63
- f. **Previously Approved:** ~~11/29/2021~~ 04/24/2017
- g. **Policy Expiration:** Review as Needed
- h. **Responsible for Review:** Superintendent/Director of Special Services/
Policy Committee
- i. **Date Reviewed:** ~~10/12/2021~~ Director of Special Services
~~10/25/2021~~ Superintendent
~~11/08/2021~~ Policy Committee
- j. **References:** 20-A MRSA §§ 4014, 4502 (5)(M); 4009 Maine
Department of Education (MDOE) Rule,
Chapter 33

Cross Referenced Policies: JKAA - Use of Physical Restraint & Seclusion

JK – Student Discipline

KLG/KLG-R – Relations with Law Enforcement

EBCA – Comprehensive Emergency Management Plan

k. Narrative:

These procedures are established for the purpose of meeting the obligations of RSU #63 (the District) under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures will be interpreted in a manner consistent with state law and regulations.

I. PHYSICAL RESTRAINT:

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the MDOE. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint:

1. Physical restraint may be used only when the behavior of a student presents an imminent risk of serious physical injury to the students or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The physical restraint must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person, and should involve the least amount of force necessary to protect the student or other person.

“Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.

2. Prescribed medications, harnesses, seat belts, and other assistive or protective devices may be used as permitted by law and described in Policy JKAA.
3. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Forms and Uses of Physical Restraint:

1. Physical restraint may not be used for punitive purposes, as a therapeutic or educational intervention, for staff convenience, or to control challenging behavior.
2. Physical restraint may not be used solely to prevent property destruction or disruption of the environment in the absence of a risk of serious physical injury.
3. Physical restraint that is life threatening, restricts breathing or restricts blood flow to the brain, including prone restraint may not be used.
4. Physical restraint that relies on pain for control, including but not limited to joint hypertension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing, or post), punching and hitting may not be used.
5. Physical restraint that is contraindicated based on the child’s disability, health care needs, or medical or psychiatric condition may not be used if documented in:
 - a. A health care directive or medical management plan;
 - b. A school-approved behavior plan;
 - c. An IEP or an Individual Family Service Plan (IFSP); or
 - d. A school-approved 504 or ADA plan.
6. Aversive procedures and mechanical and chemical restraints will not be used.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include, but are not limited to, infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious

fumes' extreme physical exercise; costumes or signs.

- b.** Mechanical restraints are defined as any restraint that uses a device to restrict a student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
- c.** Chemical restraints are defined as the use of drug or medication that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement.

C. Monitoring Students in Physical Restraint:

- 1.** At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
- 2.** The student must be continuously monitored until they no longer present a risk of injury or harm to the student or others.
- 3.** In an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint:

- 1.** The staff involved in the use of physical restraint must continually assess for signs that the student in physical restraint is no longer presenting an imminent risk of serious physical injury to themselves or others, and the physical restraint must be discontinued immediately after it is determined that the imminent risk of serious physical harm has ended.
 - a.** The time a student is in physical restraint must be monitored and recorded.
 - b.** If physical restraint continues for more than ten (10) minutes, an administrator/designee will determine whether continued physical restraint is warranted, and will continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - c.** If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that

create an imminent risk of serious injury to the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organization.

II. SECLUSION:

To the extent possible, seclusion will be implemented by staff certified in a training program approved by MDOE. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include a situation where others are present in the room or clearly defined area with the student (including but not limited to classrooms, offices, or other school locations).

A. Permitted Uses and Location of Seclusion:

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents an imminent risk of serious bodily injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person. “Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.
2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation, and of normal room height.
 - a. Seclusion may not take place in a locked room.
 - b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat, and ventilation; be of normal room height; contain an unbreakable observation window in a wall of door; and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.
3. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Uses of Seclusion:

1. Seclusion used for punitive purposes, as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of an imminent risk of serious physical injury.
3. Seclusion is life threatening.
4. Seclusion that is contraindicated based on the child's disability health care needs, or medical or psychiatric condition if documented in:
 - a. A health care directive or medical management plan;
 - b. A school-approved behavior plan;
 - c. An IEP or IFSP; or
 - d. A school-approved 504 or ADA plan.

C. Monitoring Students in Seclusion:

1. At least one adult must be physically present to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the **student is visible at all times**.
2. The student must be continuously monitored until they no longer present an imminent risk of seriously injury to the student or to others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion:

The staff involved in the seclusion must continuously assess for signs that the student is no longer presenting an imminent risk of serious physical injury to the student or others, and the seclusion must be discontinued as soon as the imminent risk ceases.

1. The time a student is in seclusion must be monitored and recorded.
2. If seclusion continues for more than ten (10) minutes, an administrator and/or designee will determine whether continued seclusion is warranted, and will continue to monitor the status of the seclusion every ten (10) minutes until the seclusion is terminated.
3. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury to the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

III. Notification and Reports of Physical Restraint and Seclusion Incidents:

For purposes of this procedure, an "incident" consists of all actions between the time a student begins to create a risk of serious physical injury and the time the student ceases to pose that imminent risk and returns to their regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident will make an oral notification to the administrator and/or designee as soon as possible, but no later than the end of the school day.
2. An administrator and/or designee will notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator and/or designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator and/or designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with RSU 63 usual emergency notification procedures.
4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the RSU 63 emergency notification procedures will be followed and an administrator and/or designee will notify the MDOE within twenty-four (24) hours or the next business day.

B. Incident Reports:

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator and/or designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender, and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of the report;

6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to their program, is appropriate;
15. Whether the student has an Individual Education Plan (IEP), 504 Plan, Behavior Plan, Individual Health Plan (IHP), or any other plan;
16. If the student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification, and any treatment administered;
17. The date, time, and method of parent/legal guardian notification;
18. The date and time of the administrator and/or designee notification; and
19. Date and time of staff debriefing.

Copies of the incident report(s) will be maintained in the student's file and in the RSU #63 Special Services Office.

IV. RSU #63's Response Following the Use of Physical Restraint or Seclusion:

- A. Following each incident of physical restraint or seclusion, an administrator and/or designee will take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

1. Review the incident with all staff persons involved to discuss (a) whether the use of physical restraint or seclusion complied with state and school board requirements, and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 2. Meet with the student who was physically restrained or secluded to discuss (a) what triggered the student's escalation, and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
- B.** Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purpose of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm, and less dangerous, thus reducing the risk of injury or harm.
- V. Procedure for Students with Three Incidents Within a School Year**
- The school district will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.
- A. Special Education/504 Students**
1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team will meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct a functional behavioral assessment (FBA) and/or develop a behavior intervention plan (BIP), or amend an existing one.
- B. All Other Students:**
1. A team consisting of the parents/legal guardians, administrator/designee, and/or designee, a teacher for the student, a staff member involved in the incidents (if not the administrator/designee or teacher already invited), and other appropriate staff will meet within ten (10) school days to discuss the incidents.
 2. The team will consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA and/or develop a BIP.
- VI. Cumulative Reporting Requirements:**
- A. Reports within the District**
1. In conjunction with the Director of Special Services, each building administrator must report the following data on a quarterly and annual basis:

- a. Aggregate number of uses of physical restraint;
 - b. Aggregate number of students placed in physical restraint;
 - c. Aggregate number of uses of seclusion;
 - d. Aggregate number of students placed in seclusion;
 - e. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in physical restraint;
 - f. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in seclusion;
 - g. Aggregate number of serious physical injuries to students related to the use of physical restraints;
 - h. Aggregate number of serious physical injuries to student related to the use of seclusion;
 - i. Aggregate number of serious physical injuries to staff related to the use of physical restraint; and
 - j. Aggregate number of serious physical injuries to staff related to the use of seclusion.
2. The Superintendent will review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

The Superintendent will submit an annual report to the MDOE on an annual basis that includes the information in Section VII. A. 1 above.