



Seclusion and Restraint Plan

I. USE OF SECLUSION AND RESTRAINT

- A. Every effort shall be made to avoid the need for the use of seclusion or restraint of a student.
 - B. Seclusion or physical restraint, including by a school resource officer, shall not be used except when used as a last resort and only when:
 - 1. the student's behavior poses imminent risk of injury to self or others; and,
 - 2. other less restrictive interventions are ineffective.
 - 3. use of restraint by a school resource officer will follow the officers' agency training regarding the use of restraints.
 - C. A student shall never be secluded or physically restrained by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
 - D. Seclusion or physical restraint of a student, including seclusion or physical restraint by a school resource officer, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.
 - E. While transporting a student on a moving vehicle, a bus harness or other safety equipment may be required and is permissible for safety purposes. The need and use of any bus harness or safety equipment used to restrain a student during transportation must be documented. Mechanical or chemical restraints are otherwise not authorized.
 - F. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited.
 - G. A school employee may never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician.
 - H. Every incident in which seclusion or restraint, including every incident involving a school resource officer, shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students, and school employees.
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- I. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded or physically restrained and a school employee, not involved with the seclusion or restraint, shall examine the student to ascertain if any injury has been sustained during the seclusion or restraint of the student.
- J. Time out does not constitute seclusion.
- K. All seclusion environments shall be inspected and shall: be of reasonable size to accommodate the student and at least one adult; have adequate ventilation including heat and air conditioning as appropriate; have adequate lighting; be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass; permit direct continuous visual and auditory monitoring of the student; permit automatic release of any locking device if fire or other emergency in the school exists; if locked, shall be automatically released after five minutes or with any building wide alarm (such as fire, tornado or code red alarm); and, shall meet current fire and safety codes.

II. WHEN SECLUSION AND RESTRAINT PROCEDURES SHALL NOT BE EMPLOYED

- A. Seclusion or physical restraint, including incident by a school resource officers, shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
 - B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury and shall not result in seclusion or restraint.
 - C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
 - D. When known medical or physical condition of the student would make physical restraint dangerous for that, physical restraint shall not be used.
 - E. Seclusion or restraint shall never be used as a punishment, or to force compliance with staff commands.
 - F. Prone or Supine forms of restraint are not authorized in school.
 - G. Seclusion or restraint shall never be used in a manner that restricts a student's breathing or harms a student.
 - H. Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.
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III. TIME-OUT

Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Time-out shall be both developmentally and behaviorally appropriate and shall be short in duration.

IV. DEBRIEFING

- A. As soon as practical and after every incident in which seclusion or restraint is used on a student, including every incident of restraint and seclusion involving school resource officers, the school administrator or designee shall do the following:
1. meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
 2. direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
 3. provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.
- B. When applicable, the procedures described in 511 IAC 7-44-5 should be followed.

V. INCIDENT DOCUMENTATION AND REPORTING

- A. Every incident in which seclusion or restraint is used on a student, including every incident involving school resource officers, shall be documented in order to memorialize the events that led up to the use of either seclusion or restraint.
- B. Documentation must be made on the form prescribed by the school and shall include the following:
1. The student's name;
 2. The date and time of the incident;
 3. The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
 4. A description of any relevant events leading up to the incident;
 5. A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
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6. A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
 7. A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
 8. A description of any injuries to students, staff, or others or property damage;
 9. A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,
 10. If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.
- C. The building administrator or designee shall attempt to verbally report every incident in which seclusion or restraint is used on a student, including every incident involving school resource officers, to the student's parent or guardian no later than the end of the school day or as soon as practical.
- D. The building administrator or designee shall also send written notification, as soon as practical, to the student's parent or guardian after every incident in which seclusion or restraint is used on a student including every incident involving school resource officer.

VI. TRAINING

- A. Wa-Nee Community Schools will provide all school employees with training on:
1. Appropriate use of effective alternatives to physical seclusion and restraint;
 2. Conflict de-escalation procedures;
 3. Positive supports and behavioral interventions techniques;
 4. The dangers of seclusion and restraint;
 5. Procedures for contacting fully trained and certified staff when behavioral crises occur;
 6. The safe use of seclusion and restraint;
 7. Steps to avoid the use of seclusion or restraint; and,
 8. Debriefing practices and procedures. In addition, school employees must be trained.
- B. This training will be recurrent and will be provided to new school employees.
- C. A core group of appropriate personnel will be trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.
- D. Recurrent training will be provided to school employees on a regular basis at least annually.
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VII. Annual Review, Planning Process and Oversight

- A. The special education director (or designee) will be designated as the coordinator of data, planning and oversight of the use of seclusion or restraint procedures in the Wa-Nee Community Schools.
 - B. Wa-Nee Community Schools shall establish a Committee or use a standing committee to conduct an annual review of all individual and program-wide data associated with this policy. The Committee shall review the following components related to the use of restraint:
 - 1. incident reports;
 - 2. procedures used during restraint, including the proper administration of specific CPI approved restraint techniques;
 - 3. preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
 - 4. documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;
 - 5. injuries incurred during a restraint;
 - 6. notification procedures;
 - 7. staff training needs;
 - 8. specific patterns related to staff or student incidents;
 - 9. environmental considerations, including physical space, student seating arrangements, and noise levels.
 - C. Upon review of the data, the Committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools for changes in policies or practices.
 - D. The Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the Wa-Nee Community Schools training curriculum.
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APPENDIX & DEFINITIONS

Behavioral intervention plan: A plan that is agreed upon by the case conference committee (as defined in IC 20-35-7-2) and incorporated into a student's IEP (as defined in IC 20-18-2-9) and that describes the following:

- (1) The pattern of behavior that impedes the student's learning or the learning of others.
- (2) The purpose or function of the behavior as identified in a functional behavioral assessment.
- (3) The positive interventions and supports, and other strategies, to:
 - (A) address the behavior; and
 - (B) maximize consistency of implementation across people and settings in which the student is involved.
- (4) If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student.

The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

Chemical Restraint: The administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment and dosage for the student's medical or psychiatric condition.

De-escalation: Causing a situation to become more controlled, calm, and less dangerous, thus lessening the risk for injury to someone.

School Employee: Any paid school staff, volunteer, contract employee, consultant or any other agent of the school or corporation.

Functional Behavioral Assessment: Has the same meaning set forth in 511 IAC 7-32-41.

Imminent: Likely to happen right away; within a matter of minutes.

Mechanical restraint: The use of a mechanical device, a material or equipment that is attached or adjacent to a student's body that the student cannot remove and that restricts the freedom of movement of all or part of the student's body or restricts normal access to the student's body.

The term does not include a mechanical device, a material or any equipment that is used as authorized by a licensed physician or other qualified health care professional. The term also does not include a bus harness or other safety equipment that is used to restrain a student during transport when the harness or safety equipment is necessary for safety purposes.

Physical Restraint: Physical contact between a school employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body. The term does not include (1) briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation, (2) physical escort, or (3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another. The term does not



include the use of a bus harness or other safety equipment that is used to restrain a student during transport when the harness or safety equipment is necessary for safety purposes.

Positive Behavior Intervention and Support: a systematic approach that uses evidence-based practices and data driven decision making to improve school climate and culture, and includes a range of systematic and individualized strategies to reinforce desired behavior and diminish reoccurrence of problem behavior to achieve improved academic and social outcomes and increase learning for all students.

Prevention and Conflict De-escalation Training: Training which is provided broadly to school staff on how to prevent, defuse and de-escalate potential behavioral crisis situations without physical contact between a school employee and a student.

Seclusion: The confinement of a student alone in a room or area from which the student physically is prevented from leaving. The term does not include a supervised time-out or scheduled break during which an adult is continuously present in the room with the student.

Time out: A behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted.

Parent or guardian: The student's parent, legal guardian, surrogate parent, or student over the age of 18.

Volunteer: A person who is eighteen (18) years of age or older, has regular and direct contact with students, and donates time, energy, or talent to various phases of school programs under the direction and permission of school district personnel for which the person does not receive monetary compensation.



SAMPLE TIME-OUT PROCEDURES

Effective time out procedures include multiple levels, with each level becoming more restrictive and exclusionary. It is important to note that for disruptive behavior requiring more restrictive interventions, once the behavior begins to de-escalate, transition to less restrictive forms of time out may make the return to regular classroom activities easier for the student.

Level I.

- A. Planned Ignoring: Ignore the student as long as possible if he or she is out of place or seat, noncompliant but not otherwise disruptive.
- B. Be (or have aide/ associate) available to counsel, provide one-to-one tutoring, or negotiate if the student is involved in a dispute.
- C. Modify/change student's assignment to get him or her reinvolved with learning. Select a task that will provide immediate success.
- D. Separate student from others (i.e., creative seat assignment).
- E. Send student out of room - on an errand, for a walk, to "cool off."
- F. Offer a "time-in" situation with a support person outside the classroom.
- G. Quietly praise other students for ignoring inappropriate student behavior.
- H. When possible, talk to disruptive student out of classroom away from other students so that he or she can save face.

Level II. Level II time out is more restrictive than the first-level interventions. It is the exclusion of a student from positive reinforcing activities of the classroom without removing him or her from the room.

- A. Move student to different part of the classroom (i.e., closer to teacher, further away from audience)
 - B. Avoid lengthy explanations to student. Simply say: "Because you _____, you go to time out for _____ minutes." Avoid other interaction.
 - C. Allow student to take their own time-out.
 - D. Keep time-out period brief. (Time out periods longer than 15 minutes rarely serve their intended purpose-temporary withholding of positive reinforcement. For time out periods longer than 30 minutes, a supervisory staff person shall be consulted about the appropriateness of continuing the time out procedure.) In-school suspension or other out of class but in school interventions shall be considered.
 - E. The student shall be supervised at all times during the time-out period.
 - F. The student shall still be able to access any lesson or instruction being offered to other students in the student's classroom.
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