

## USE OF RESTRAINT AND SECLUSION GENERAL GUIDELINES

Each entity that has jurisdiction over a public education program must establish procedures for the public education program to follow after an incident involving the use of physical restraint or seclusion.

Following an incident involving the use of physical restraint or seclusion, the following steps must occur:

- 1) By the end of the day, parents will be provided verbal or electronic notification by the school staff following the use of physical restraint or seclusion on which the incident occurred.
- 2) Within 24 hours, written documentation/copy of completed Physical Restraint and/or Seclusion Incident report form shall be provided to parents. The report form shall include the following:
  - a. Name of the student;
  - b. Name of staff member(s) administering the physical restraint or seclusion;
  - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
  - d. Location of the restraint or seclusion;
  - e. A description of the restraint or seclusion;
  - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
  - g. The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted
  - h. A description of the behavior that prompted the use of restraint or seclusion;
  - i. Information documenting parent contact and notification.
- 3) If the physical restraint or seclusion was administered by a person without training, the district will provide that information along with the reason why a person without training administered the restraint or seclusion.
- 4) An administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used.
- 5) During Restraint or Seclusion (See Student Monitoring Record Form):
  - At every 30-minute mark:
    - 1) The student must be provided with adequate access to bathroom and water every 30 minutes.
    - 2) Personnel of the district will immediately attempt to verbally or
      - 1) electronically notify a parent.
  - Beginning at 30-minutes and every 15 minutes afterward: An administrator must provide written authorization for the continuation of the physical restraint or seclusion,

including providing documentation for the reason the physical restraint or seclusion must be continued.

6) A district Physical Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment.

7) Within 48 hours, hold a debriefing meeting with administrator, staff members involved in the intervention, and invite the parent/guardian. Written notes must be taken and a copy of the written notes must be provided to a parent or guardian of the student. (See Debriefing Form)

8) If a student is involved in five incidents in a school year (or less depending on the team agreed threshold written into the student's BSP) involving physical restraint or seclusion, a team consisting of personnel of the public education program and a parent or guardian of the student must be formed for the purposes of reviewing and revising the student's

1) behavior plan and ensuring the provision of any necessary behavioral supports.

Physical restraint/seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 plan.

1. Parent participation in the plan is required.

2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel, including a behavioral specialist and a district representative who is familiar with the physical restraint training practices adopted by the district.

3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.

4. When a behavior support plan includes restraint or seclusion the parents will be provided a copy of the district Use of Restraint and Seclusion policy at the time the plan is developed.

Use of restraint and/or seclusion in an emergency by school administrator or staff to prevent a student from harming his/herself, other students, or school staff.

Use of restraint and or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or Section 504 plan is subject to all of the requirements established by this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.