

Seclusion and Restraint Plan

General Overview

All students are to be treated with dignity and respect and to be free from abuse. This plan supports the promotion and training of appropriate student behavior as part of the Corporation's curriculum. Every effort shall be made to eliminate or minimize the need for the use of seclusion or restraint with a student, including the use of preventions, positive behavior intervention and support, and conflict de-escalation prior to the use of seclusion or restraint. This plan applies to all students, regardless of the existence of a disability.

General Guidelines

Seclusion and restraint shall be used only: 1) as a last resort safety procedure employed after another, less restrictive procedure has been implemented without success; and 2) when there is an imminent risk of injury to the student, other students, school employees, or visitors to the school.

Seclusion and restraint may only be used for a short period of time and shall be discontinued as soon as imminent risk of injury to self or others has dissipated.

For students with disabilities, any behavioral intervention used shall be consistent with the students' most current individual education program (IEP) and with the student's behavioral intervention plan (BIP), if applicable.

Each school shall make available a copy of the school's seclusion and restraint plan to the students' parents or guardians or to the student if the student is at least eighteen years of age.

Definitions

The following definitions apply in this plan regardless of the term(s) used to describe the conduct when it occurs.

"Seclusion" defined (513 IAC 1-1-19)

"Seclusion" means 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, as described in a student's IEP and during which an adult is continuously present in the room with the student.

(Commission on Seclusion and Restraint in Schools; 513 IAC 1-1-19)

"Chemical restraint" defined (513 IAC 1-1-3)

"Chemical restraint" means 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 or dosage, or both, for the student's medical or psychiatric condition.

(Commission on Seclusion and Restraint in Schools; 513 IAC 1-1-3)

"Physical restraint" defined (513 IAC 1-1-12)

Sec. 12. (a) "Physical restraint" means physical contact between a school employee and a student:

- (1) In which the student unwillingly participates; and
- (2) 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.

(b) 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 (1) area to another.

(c) 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 as provided under 575 IAC 1.

(Commission on Seclusion and Restraint in Schools; 513 IAC 1-1-12)

"Mechanical restraint" defined (513 IAC 1-1-10)

(a) "Mechanical restraint" means the use of:

- (1) A mechanical device;
- (2) A material; or
- (3) equipment; 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.

(b) The term does **not** include:

- (1) A mechanical device;
- (2) A material; or
- (3) Equipment; that is used as prescribed by a licensed physician or other qualified health care professional.

Documentation

Every instance in which seclusion or restraint is used on a student shall be documented in order to memorialize the events that led up the use of either seclusion or restraint.

The school will designate the employee who will be responsible for documenting every instant in which seclusion or restraint was used.

Documentation may 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.
- (6) A description of any relevant interventions used immediately prior to the implementation of seclusion or restraint.
- (7) A log 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, others or property damage.
- (9) A list of the school personnel who participated in the implementation, monitoring, and supervision of seclusion or restraint.
- (10) If applicable, a statement that the intervention used was consistent with the student's most current behavioral intervention plan or IEP.

(Commission on Seclusion and Restraint in Schools; 513 IAC 1-2-9)

Notification of Parents

A student's parent or guardian must be notified verbally as soon as possible when an incident involving the student that includes the use of a seclusion or restraint occurs.

As soon as practical a written copy of the incident report prepared by staff must be sent to the student's parent or guardian after every instance in which seclusion or restraint is used on a student.

Training of Staff

Training of appropriate school employees / staff members on the proper use of effective alternatives to seclusion and physical restraint, such as positive behavior intervention and supports (PBIS) and the safe use of seclusion and physical restraint in situations involving imminent danger of serious physical harm to the student, school employees or others is required annually.

Schools must maintain documentation that includes the following information:

- (1) The name and position of each person who has completed training.
- (2) Who provided the training.
- (3) When the training was completed.
- (4) What protocols and techniques were included in the training.