

**Behavior Support for Children and Students
Use of Restraint and Seclusion**

General Guidelines

1. The superintendent, in consultation with staff, shall ensure that all behavior support strategies utilized by CESD's instructional programs are within state and federal guidelines including, but not limited to, applicable regulations under IDEA and Oregon Administrative Rules pertaining to suspension, expulsion, corporal punishment, and use of physical restraint and seclusion.
2. The superintendent and staff will seek professional development opportunities to be knowledgeable about current best practice behavior methodology and regulations.

Procedures:

Behavior Support Plans

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

1. Parent participation in the plan is required.
2. The IFSP, IEP team, or 504 team that develops the behavioral support plan shall include knowledgeable and trained personnel, including a behavioral specialist and a CESD representative who is familiar with the physical restraint training practices adopted by CESD.
3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavioral assessment must be completed. The team shall review the results of a functional behavior assessment (FBA) to determine the skills and the behavior supports the child/student needs to make educational progress. The assessment plan for the behavior support plan must include an individual threshold for reviewing the plan. Unless unique circumstances require otherwise and are approved by the program's administrator, three behavioral incidents involving the use of restraint or seclusion within 30 school days shall trigger a review of a child's/student's behavior plan and revision of the plan.
4. CESD instructional programs will adopt and maintain a hierarchy of interventions and consequences to be used as a guide for the team developing a child's/student's individual behavior plan. The hierarchy will be used by the team to define the intensity of a child's/student's behavior challenge, to design effective behavior supports, and to define staff roles and responsibilities in addressing the child's/student's needs.

5. The hierarchy shall specify procedural expectations for notification and documentation requirements including when to contact the parent and program administrator regarding a behavioral incident, requirements for completion of written documentation of incidents, and under what circumstances an IEP meeting must be held to review and revise the child's/student's behavior supports and interventions.
6. When a behavior support plan includes restraint/seclusion, the parents may be provided a copy of the district Use of Restraint and Seclusion policy at the time the plan is developed.

Implementation for a Serious Incident, Physical Restraint, or Seclusion

1. Serious incidents of behavior will be responded to with the least intrusive intervention necessary for the child/student to meet his or her needs and will be consistent with the student's behavior support plan.
2. Crisis responses means safe de-escalation and restraint techniques used to safely control a child/student until he or she can regain control of their own behavior. Crisis responses are to be used only when prescribed in the behavior support plan and:
 - a. The intervention plan does not work;
 - b. The back-up plans do not work; and
 - c. There is imminent threat of serious bodily injury to the child/student or others.
3. Under emergency conditions, in a public school, or public education setting, where the education of other children/students is at risk, a child/student may be held in a stationary position or physically guided using an escort technique during an unanticipated behavioral event that poses a serious disruption to the school.
4. Children/students making an attempt to flee the school grounds will be contained using the principle of size and height ratio with the minimum force necessary.
5. Staff will continuously monitor a child's/student's status during the use of any physical restraint or seclusion.
6. Any room used for seclusion of a student will allow staff full view of the child/student in all areas of the room. The room shall be free of potentially hazardous conditions such as unprotected light fixtures and electrical outlets.

Reporting and Review of Serious Incidents and Use of Restraint or Seclusion

1. Parents will be provided verbal, written, or electronic notification by the school staff following a serious incident including the use of physical restraint or seclusion by the end of the work day in which an incident occurred.
2. Parents will be provided written documentation of the incident within 24 hours that provides:
 - a. A description of the physical restraint and/or seclusion;
 - b. The date the physical restraint or seclusion began and ended and the location;

- c. The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted;
 - d. The names of the personnel of the public education program who administered the physical restraint or seclusion.
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. The program administrator will be notified by the staff by the end of the work day whenever a serious incident including physical restraint and/or seclusion has occurred.
5. If restraint or seclusion continues for more than 30 minutes, the child/student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the public education program 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. Whenever physical restraint or seclusion extends beyond 30 minutes, personnel of the district will immediately attempt to verbally or electronically notify a parent.
6. Written details of the behavior incident using CESD's Serious Incident Report or the CESD Physical Restraint and/or Seclusion Incident Report must be completed and copies of those attending the debriefing meeting for review and comment. The written report must be completed with adequate time to prepare for a critical incident debrief meeting. The report must include the written documentation provided to the parent and in addition:
 - a. A description of the child's/student's activity immediately preceding the behavior that prompted the intervention;
 - b. A description of the behavior that prompted the use of restraint or seclusion.
7. A debrief meeting must be held within two school days after a serious incident or after the use of physical restraint or seclusion. At a minimum, the team must include the staff members involved in the behavior intervention and CESD program administrator or designee. The debrief team may include the child/student, as deemed appropriate. The debrief session shall provide an opportunity to discuss the circumstances resulting in the use of physical restraint or seclusion and to review:
 - a. The factors that precipitated the incident;
 - b. The de-escalation techniques used and the physical restraint techniques(s) utilized;
 - c. The outcome of the intervention, including any injuries to child(ren)/student(s) or staff resulting from the incident;
 - d. Prior incidents of physical restraint or seclusion utilized with the child/student and any other relevant factors the team deems appropriate.
 - e. An action plan will be developed to reduce the chances that such an incident will reoccur.
8. A summary of the debrief meeting will be completed using CESD's Critical Incident Debriefing Notes. Specific action plans developed as a result of the debrief process and related to a change in child's/student's behavior and/or intervention strategies shall be provided to the child's/student's

parent, resident district, the student if deemed appropriate, and filed in the child's/student's education file. Copies of the Critical Incident Debriefing Notes shall be maintained by the CESD program administrator and the CESD department director.

9. Use of restraint and/or seclusion is allowable in an emergency by a school administrator or staff to maintain order or prevent a child/student from harming himself/herself, other children/students, or school staff or property.
 - a. Use of restraint and or seclusion under these circumstances with a child/student who does not have restraint and/or seclusion as a part of their IFSP, 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 IFSP, IEP, or Section 504 plan.