

Use of Restraint and Seclusion

In accordance with state law, the Board supports the development and implementation of best practices in the use of restraint and seclusion when deemed necessary and appropriate within the district's educational/behavioral programs. The intent of this policy is to define the circumstances and the requirements that must be met prior to, during and after the use of restraint and/or seclusion as an intervention with district students.

Definitions

“Physical restraint” means the restriction of a student’s movement by one or more persons holding the student or applying physical pressure upon the student. Physical restraint does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is prevented from leaving. Seclusion does not include “time out.”

“Time out” means the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student’s behavior poses a threat of imminent, serious physical harm to the student or others.

The district has selected nationally recognized intervention systems Professional Assault Crisis Training and Certification (Pro-ACT) and Oregon Intervention System (OIS) training programs of physical restraint and seclusion. As required by state regulation, the selected programs include: behavioral support, prevention, de-escalation and crisis response techniques. Both programs meet the compliance standards set forth in state and federal law with respect to the use of restraint and/or seclusion.

Except in the case of an emergency, only staff current in the required training in accordance with the OIS program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee, or volunteer as necessary, to prevent a student from harming his/herself, students, staff or others, or from causing damage to district property. The use of physical restraint/seclusion under these circumstances is only allowed so long as the students behavior poses a threat of imminent, serious physical harm to themselves, others or to district property.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention.

Any room used for seclusion of a student must allow staff full view of the student in all areas of the room and be free of potentially hazardous conditions such as unprotected light fixtures and electrical outlets.

An annual review of the use of physical restraint and seclusion, including a review of all district cases involving restraint and/or seclusion, shall be completed to ensure compliance with district policies and procedures. The results of the annual review shall be documented.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to Board policy and procedures for appeals/complaints.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)

[ORS 339.250](#)

[OAR 581-021-0061](#)

[OAR 581-021-0062](#)

Cross Reference(s):

JGA - Corporal Punishment

JGDA/JGEA - Discipline of Students with Disabilities