

Use of Restraint and Seclusion

General Guidelines

1. Parents will be provided verbal or written notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred;
2. A building administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used;
3. A district Physical Restraint and/or Seclusion Incident Report shall be completed and copies provided to those attending the debriefing meeting for review and comment;
 - a. The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following
 - (1) Name of the student;
 - (2) Name of staff member(s) administering the physical restraint or seclusion;
 - (3) Date of the restraint or seclusion, and the time the restraint or seclusion began and ended;
 - (4) Location of the restraint or seclusion;
 - (5) A description of the restraint or seclusion;
 - (6) A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - (7) A description of the behavior that prompted the use of restraint or seclusion;
 - (8) Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted.
 - (9) Information documenting parent contact and notification; and
 - (10) A summary of the debriefing meeting held under (4).
4. A documented debriefing meeting shall be held within two school days after the use of restraint and/or seclusion; staff members involved in the intervention shall be included in the meeting. The debriefing team shall include a building administrator.

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

1. As with all IEP and Section 504 plans, parent participation is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel, including a staff member knowledgeable in the development of functional behavioral

assessment and behavioral plans, and a district representative who is familiar with the physical restraint training practices adopted by the district.

3. A functional behavioral assessment is required prior to the implementation of behavioral support plans that includes restraint and/or seclusion. The assessment plan shall include an individual threshold for reviewing the plan.
4. When a behavior support plan includes restraint/seclusion, the parents may be provided a copy of the district Physical Restraint and/or Seclusion policy at the time the plan is developed.

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

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 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.