

McMinnville School District #40

Code: JGAB-AR(1)
Revised/Reviewed: 07; 6/09/12; 2/12/18
Orig. Code(s): JGAB-AR

Use of Restraint and Seclusion

1. When physical restraint and/or seclusion are used as part of a behavior support plan in the student's individual education program (IEP) or Section 504 plan, parent participation in the development of the plan is required.
2. The IEP team that develops the behavior support plan shall include knowledgeable and trained personnel, including someone knowledgeable of appropriate behavior support plans and a district representative who is knowledgeable about physical restraint training and practices in the district.
3. Prior to the implementation of any behavior support plan that includes physical restraint and/or seclusion, a functional behavior assessment must be completed.
4. When a behavior support plan includes physical restraint and or seclusion, the plan must include an individual threshold (number of incidents within a specific time period) for reviewing the plan.
5. Staff will continuously monitor a student's status during any physical restraint and/or seclusion.
6. A building administrator will be notified as soon as possible whenever physical restraint and/or seclusion is used. The building administrator will notify the Behavior Programs Coordinator of the physical restraint and/or seclusion.
7. A district Physical Restraint or Seclusion Incident Report must be completed signed off on and made available to those attending the debriefing meeting for review and comment.
8. Parents will be provided verbal or electronic notification by the school staff following the use of physical restraint or seclusion by the end of the day the incident occurred.
9. Parents will be provided written documentation of the incident within 24 hours that provide:
 - a. A description of the physical restraint and/or seclusion and the student activity that prompted the use of restraint and/or seclusion.
 - b. The date of the physical restraint or seclusion;
 - c. The time the physical restraint or seclusion began and ended, and the location;
 - d. The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted;
 - e. The names of the personnel of the public education program who administered the physical restraint or seclusion.
10. If the physical restraint or seclusion was administered by a person without training the district will provide the information along with the reason why a person without training administered the restraint or seclusion.

11. If the restraint or seclusion continues for more than 30 minutes, the 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.
12. A documented debriefing meeting must be held within two school days after the use of physical restraint or seclusion; staff members involved in the restraint or seclusion must be included in the debriefing meeting. Parent or guardian must be given timely notification of the debriefing meeting and their right to attend the meeting. Copies of the Incident Report, and debriefing report, including one copy filed for the annual review process, will be made available to the appropriate personnel (IEP/504 case manager, building administrator, counselor, and others as determined by the district). The document must be filed with the district Behavior Team with 48 hours of the restraint and/or seclusion event.
13. The completed Physical Restraint or Seclusion Report must include the following:
 - a. Name of the student
 - b. Name of the staff member(s) administering the physical restraint or seclusion;
 - c. Date of the incident 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. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - h. Information documenting parent contact and notification; and timely notification of a debriefing meeting.
 - i. A summary of the debriefing notes.
 - j. A description of the training status of the personnel who administered the physical restraint and/or seclusion.