
STUDENTS – USE OF ISOLATED TIME OUTS AND PHYSICAL RESTRAINT

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Cross Ref:

I. Westfield Washington Schools Restraint and Seclusion Plan

A. Overview

Every effort should be made to prevent the need to restrain or place students in seclusion. However, WWS recognizes that at times it may become necessary for employees to use reasonable restraints and/or seclusion when there is a risk physical harm to the student or others. Restraint or seclusion should not be used as a means of punishment or convenience. All behavioral interventions used must ensure the right of all students to be treated with dignity and respect.

A supportive school environment can greatly reduce, and in many cases eliminate, the need for restraint or seclusion. WWS will use prevention, positive behavior intervention and support, and conflict de-escalation strategies to eliminate or minimize the need for use of restraint or seclusion. WWS staff should promote and teach students appropriate behavior and should model appropriate behavior with their own conduct.

This Restraint and Seclusion Plan applies to all students, not only students with disabilities. Any behavioral intervention, including any physical restraint or seclusion, must be consistent with any applicable behavioral intervention plan (BIP), or individualized education program (IEP), as well as with this restraint and seclusion plan.

Nothing in this Plan prevents a school employee from stopping a physical altercation, acting to prevent physical harm to a student or another individual, or acting to address an emergency until the emergency is over, whether or not the school employee has received formal training on the use of restraint or seclusion.

B. Restraint

1) What is and is not “restraint”

"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.

"**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.

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. The term also *does not include* a bus harness or other safety equipment that is used to safely restrain a student during transport.

"**Physical restraint**" means physical contact between a school employee and a student in which the student *unwillingly participates*, and 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.

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; (3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another; or (4) the use of a bus harness or other safety equipment that is used to safely restrain a student during transport.

2) Use of Restraint

- Chemical Restraints are not allowed.
- Mechanical Restraints are not allowed.
 - Mechanical devices, materials, or equipment prescribed by a licensed physician or other qualified health-care professional are not "mechanical restraints" under this Plan, and *may be used by staff trained in their safe use*.
 - Transportation safety restraints are also not "mechanical restraints" subject to this Plan.
- Physical restraint shall only be used when a student's behavior presents an imminent risk of injury to the student or others.
- Physical Restraint shall only be used as a last resort after other less restrictive interventions are ineffective.
- Except in emergency situations when trained staff are not available, restraint should *only* be employed by staff members who have been trained in the safe use of restraint.
- Restraint shall never be used in a manner that restricts the child's breathing or intentionally harms the child.

- Restraint shall last only as long as is necessary for the student to regain behavioral stability and for the imminent danger of serious physical harm to end.
- This Plan does not apply to School Resource Officers (SROs) who may need to restrain or seclude a student while performing law enforcement duties. SROs will follow their own procedures and training when performing law enforcement duties. However, WWS will report incidents of seclusion and/or restraint involving a SRO as required by Indiana law.

C. Seclusion

1) What is and is not “seclusion”

“**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 the student’s individualized education program, in which an adult is continuously present in the room with the student.

A “**time-out**” in which a student is *not alone* or is *not physically prevented from leaving* is not “seclusion” under this Plan.

2) Use of Seclusion

- Seclusion shall only be used when a student is displaying behavior that presents imminent risk of injury to the student or others, and the threat could be diminished if the student was in a safe environment away from other students and staff.
- Seclusion shall only be employed as a last resort after other less restrictive interventions are ineffective.
- Seclusion should only be used as long as necessary and shall be discontinued when the student is no longer an imminent threat to cause serious physical harm.
- Seclusion should only be employed by staff members who have received training in the safe use of seclusion.
- A staff member must carefully and continually visually monitor every instance of seclusion to ensure that safety of the student and others.

3) Seclusion Environments

All seclusion environments shall:

- Be of large enough to reasonably accommodate the student and at least one adult;

- Have adequate lighting and ventilation; permit continuous visual monitoring of the student;
- Meet current fire and safety codes;
- Not be locked, except that a latching device that a staff member must continuously activate to prevent a door from opening is allowed.

D. Examination and Parental Notification

- Immediately after the student has restored emotional and behavioral control following the use of restraint or seclusion, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the seclusion or restraint.
- The building principal or designee shall attempt to verbally report every instance of restraint or seclusion to the parent/guardian of the student on the same school day of the incident.
 - The principal or designee shall also offer the parents/guardians the opportunity to request a meeting regarding the incident.

E. Debriefing, Documenting, and Reporting

- As soon as practical after an incident of restraint or seclusion, the principal or designee shall:
 - Meet with at least one school staff member who participated in the restraint or seclusion to discuss whether the restraint or seclusion could have been avoided and whether proper procedures were followed;
 - Direct a staff person (including him/herself) to debrief the incident with the student in a manner appropriate to the student's age and developmental ability, to discuss the behaviors that lead to the use of restraint or seclusion.
- The principal or designee will ensure that an incident report is completed for each instance of the use of seclusion or restraint. The incident report should include the following:
 - The student's name
 - Date and time of the incident
 - The duration or the beginning and ending times of the restraint or seclusion.
 - A description of any relevant events and interventions used prior to the restraint or seclusion
 - A list of school personnel involved in the incident
 - The date and time on which the parent/guardian was notified.

- The incident report will be saved in the student's record, given to the building principal, to a designated central office administrator, and to the student's parents.
- The building principal will review reports to monitor multiple uses in the same classroom or by the same staff members to determine if strategies or procedures should be revised.

F. Training

- WWS will provide initial and/or recurrent training to appropriate staff, volunteers, consultants, and others who have regular direct contact with students on: Crisis Prevention and Intervention Training.
 - Effective alternatives to restraint and seclusion including: conflict de-escalation techniques, and positive supports and behavioral interventions techniques;
 - Steps to avoid the use of seclusion or restraint;
 - The safe use of seclusion and restraint (only in cases involving imminent danger of serious physical harm);
 - Debriefing practices and procedures.
- Documentation of training shall be kept that includes:
 - The name and position of the person who completed training;
 - Who provided the training;
 - When the training was completed; and
 - What protocols and techniques were included in the training.

G. Annual Review and Reporting

- The Superintendent will designate an administrator as the coordinator of data, planning and oversight of the use of restraint or seclusion procedures in WWS.
- At least annually, the designated administrator will review the data on the use of restraint and seclusion in WWS in order to improve the use of prevention, positive behavior intervention and support, and conflict de-escalation techniques to minimize the use of restraint or seclusion.
- WWS shall report the number of instances in which either seclusion or restraint is used in its annual performance report required by I.C. § 20-20-8-3.