

### **NPCSC Board Policy – Use of Seclusion Time Out and Physical Restraints**

The School Board believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all school employees within the school corporation. The Board recognizes there are times when it becomes necessary for employees to use reasonable restraint and/or seclusion time out to protect students from causing harm to themselves or to others.

\*Seclusion time out and \*physical restraint as defined below shall be used only as means of maintaining a safe and orderly environment for learning and only to the extent necessary to preserve the safety of students and others. Use of seclusion time out or physical restraint may also be a component of a behavioral intervention plan (BIP) and/or an Individualized Education Program (IEP). If such is the case, the terms of the BIP or the IEP will control the use of these measures.

Neither seclusion time out nor physical restraint shall be used as a form of punishment or as a disciplinary measure or for convenience.

The superintendent shall determine the guidelines and appropriate training program for the use of physical restraint and seclusion time outs to be used in the corporation. The training program must include behavioral support, prevention, de-escalation and crisis response techniques.

Nothing in this policy should be construed to limit the rights and abilities of school employees to keep order and administer necessary discipline in their classrooms and on the school grounds as set out in state law and school board policy.

All complaints regarding the use of physical restraints and seclusion time outs will be investigated according to the provisions of board policy on public complaints.

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

- \* Seclusion timeout is a component of a written positive behavior intervention plan (BIP) that provides for the confinement of a student in a room from which the student is physically prevented from leaving and which provides for continuous adult observation of the student.
- \* Physical restraint shall be defined as any mechanical or personal restriction that immobilizes or reduces the free movement of a student's arms, legs, or head. The term does not include the following permissible actions.
  - a. Physical acts such as the following:
    - i. Briefly holding a student in order to calm or comfort the student.
    - ii. Restraint involving the minimum contact necessary to safely escort a student from one area to another; and
    - iii. Intervening in a fight, a principal, teacher, or other school corporation personnel may take reasonable action necessary to prevent violence when a fight or physical struggle that takes place in his/her presence while on duty, whether the fight is among students or other individuals.

**b. Mechanical devices such as the following:**

- i. Mechanical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance;
  - ii. Helmets or other protective gear used to protect a student from injuries due to a fall;  
or
- \* iii. Helmets, mitts and similar devices used to prevent self-injury when the device is part of an individualized educational plan (IEP) and is the least restrictive means available to prevent such a self-injury.

## Physical Restraint Guidelines

This procedure governs actions by employees of the North Putnam Community School Corporation who may need to physically restrain a student who is engaging in violent or disruptive behavior. Physical restraint in these circumstances should only be employed when the student's violent or disruptive behavior causes, or is reasonably likely to cause, injury to the student, other students, adults or property.

### Defined:

Physical restraint shall be defined as any mechanical or personal restriction that immobilizes or reduces the free movement of a student's arms, legs, or head. The term does not include the following permissible actions.

- a. Physical acts such as the following:
  - i. Briefly holding a student in order to calm or comfort the student.
  - ii. Restraint involving the minimum contact necessary to safely escort a student from one area to another; and
  - iii. Intervening in a fight, a principal, teacher, or other school corporation personnel may take reasonable action necessary to prevent violence when a fight or physical struggle that takes place in his/her presence while on duty, whether the fight is among students or other individuals.
- b. Mechanical devices such as the following:
  - i. Mechanical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance;
  - ii. Helmets or other protective gear used to protect a student from injuries due to a fall; or
  - iii. Helmets, mitts and similar devices used to prevent self-injury when the device is part of an individualized educational plan (IEP) and is the least restrictive means available to prevent such a self-injury.

### Guidelines for use of physical restraint

- a. Physical restraint is used only when other attempts to de-escalate the behavior have failed, and when the student is in eminent danger of causing harm to self, others, or personal property.
- b. Normally, physical restraint should not be used for those students who are reinforced by physical restraint. Exceptions to this would be limited to occasions when a student or others are at risk of immediate physical harm, e.g. running into a street, etc.
- c. When a student has previously engaged in behavior that indicates physical restraint was or may be necessary, the possible use of such action must be discussed in a case conference and written into the positive behavior intervention plan (PBIP) within the IEP plan.
- d. Any use of physical restraint must be documented on the physical restraint reporting form.
- e. The data should include at a minimum the following information:
  - i. Student name, date and time the procedure was used;
  - ii. The names of all staff members present;
  - iii. A description of the behavior that precipitated the use of physical restraint;
  - iv. A description of techniques used to de-escalate the behavior prior to the use of physical restraint; and
  - v. The length of time the physical restraint was used.
  - vi. A copy of this form should be placed in the student's confidential file.

- f. Parent/guardians must be notified within 24 hours from the time physical restraint was used; in the event the building personnel is unable to contact parent/guardians a written record of the attempts made to contact parent/guardians must be maintained, setting forth the name of the employee who attempted to contact the parent/guardian and the times that attempts were made.
- g. If physical restraint is used frequently and the problem behavior(s) have not decreased, the case conference committee (CCC) should be reconvened to review other procedures that may be used to help the child gain better self-control.
- h. Any staff member who has direct classroom supervision responsibilities for the student should receive training prior to using physical restraint; and annual review regarding the proper use of such training.

#### Guidelines for mechanical restraints

- a. Mechanical restraints such as seat belts or other restraints in vehicles should be used at all times when students are being transported and the vehicle being used is so equipped.
- b. Restraints used by law enforcement are specifically excluded from this policy when such restraints are being utilized in furtherance or law enforcement activities.
- c. Medically prescribed devices whose purpose is to compensate for orthopedic weaknesses to protect the student from falling or to permit the student to participate in activities at school are also specifically excluded from this policy.
- d. Mechanical restraints such as tape, straps, tie downs, weighted blankets, etc., are not to be used unless specifically recommended by an occupational or physical therapist or physician with specific recommendations for lengths of time of use and other circumstances for their use.

### Seclusion Timeout Guidelines

The following procedures have been established for teacher initiated seclusion timeout for students in the North Putnam Community School Corporation.

#### Defined:

1. Emergency seclusion timeout is a last resort emergency safety intervention that may be employed when a student engages in behavior that poses an imminent risk to the safety of others.
2. Seclusion timeout is a component of a written positive behavior intervention plan (PBIP) for students with an Individualized Education Plan (IEP) that provides for the confinement of a student in a room from which the student is physically prevented from leaving and which provides for continuous adult observation of the student.

#### Designation of timeout rooms

Prior approval of an area to be used for a timeout room must be received from the director of special education and a central office administrator. The types of items that will be reviewed prior to approval are: lighting, ventilation, area, size, one's ability to view the student in the timeout room, and any potential hazards to the student.

#### Procedures:

The following procedures are to be employed when a teacher, other certified teacher, or building administrator, places a student into seclusion timeout. These procedures are not applicable when a student elects to use a seclusion timeout room on their own initiative.

#### Teacher initiated seclusion timeout

1. A teacher initiated seclusion timeout shall not be used unless the student's behavior poses an imminent risk to the safety of the student or others.
2. A teacher initiated seclusion timeout shall not be used unless other less restrictive means have been attempted and failed.
3. The student must be warned that the behavior he/she is engaging in will result in a teacher initiated seclusion timeout if the student does not cease engaging in said behavior.
4. The student must be visually monitored by a teacher or designated staff member during the entire time that the student is in a teacher initiated seclusion timeout.
5. A building administrator or administrator/designees shall be notified by the teacher whenever a student is placed in a teacher initiated seclusion timeout.
6. A student shall not be kept in seclusion timeout for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated timeout was imposed or any other behavior for which the isolated timeout was deemed an appropriate intervention. In the event the teacher initiated seclusion timeout exceeds the foregoing guidelines, documentation supporting the extension supporting the extension must be provided to the building principal, and parent/guardian.
7. A teacher initiated seclusion timeout shall be reported to a parent/guardian within 24 hours of the seclusion timeout.
8. A teacher initiated seclusion timeout shall not be used for any of the following:
  - a. The convenience of staff;
  - b. As a substitute for less restrictive alternatives; or
  - c. As a substitute for adequate staffing.

### **Seclusion Timeout Procedures – Students with Special Needs**

The following procedure must be followed when a student with an IEP is placed in an emergency seclusion timeout by a special education teacher, other certified teacher or building administrator.

#### **Emergency seclusion timeout**

1. An emergency seclusion timeout may only be used when there is an imminent risk of physical harm to the student or others, or the student is causing significant property damage, and other less restrictive means of controlling student behavior have been tried and failed.
2. The student must be warned that the behavior he/she is engaging in will result in an emergency seclusion timeout if the student does not cease in engaging in said behavior.
3. The student must be visually monitored by the special education teacher or other designated staff during the entire time that the student is in an emergency seclusion timeout.
4. A building administrator or administrator designee shall be notified immediately whenever a student is placed in an emergency seclusion timeout.
5. A student shall not be kept in seclusion timeout for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated timeout was imposed or any other behavior for which the isolated timeout was deemed an appropriate intervention. In the event the teacher initiated seclusion timeout exceeds the foregoing guidelines, documentation supporting the extension supporting the extension must be provided to the building principal, and parent/guardian.
6. A teacher initiated seclusion timeout shall not be for a period longer than necessary for a student to regain control of his/her behavior, but generally.
  - a. For elementary students, no longer than fifteen (15) minutes.
  - b. For secondary students, no longer than twenty (20) minutes.
  - c. In the event the teacher initiated seclusion timeout exceeds the foregoing guidelines, documentation supporting the extension must be provided to the director of special education, the building principal, and parent/guardian.
7. An emergency seclusion timeout must be documented in the form of a written report for each occasion when an emergency seclusion timeout is utilized (including multiple occurrences during one day) and sent to the parent/guardian within twenty-four (24) hours: copies should also be delivered to the director of special education and building principal.
8. Following the implementation of an emergency seclusion timeout, the staff members involved must meet to discuss the following questions:
  - a. What precipitated the behavior?
  - b. Whether there is an expectation that the behavior will occur again?
9. Following the implementation of an emergency seclusion timeout the teacher record shall review the student's PBIP, if any, or perform a functional behavioral assessment (FBA) as a preface to developing a PBIP for the student.
10. An emergency seclusion timeout shall not be used for any of the following
  - a. The convenience of staff;
  - b. As a substitute for less restrictive alternatives; or
  - c. As a substitute for adequate staffing.