JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2

JLDB-R RESTRAINT AND SECLUSION, Regulation

First read, October 13, 2026. For adoption November 10, 2026.

Purpose

This regulation implements Policy JLDB, Restraint and Seclusion, and A.R.S. 15-105. It states when restraint may be used in Joseph City schools, who may use it, what is prohibited, how every incident is documented, reported and reviewed, and how staff are trained. Where this regulation sets a rule stricter than state law, the stricter rule governs. Nothing in this regulation permits any practice that A.R.S. 15-105 or Policy JLDB does not permit.

Restraint is never a disciplinary consequence, a punishment, a convenience for staff, or a substitute for instruction, supervision or de-escalation. It is an emergency safety response of last resort.

District Standards Stricter Than State Law

State law permits both restraint and seclusion under stated conditions. In this District:

1. Seclusion is not used, in any school, for any student.
2. Prone (face down) and supine (face up) floor holds are prohibited.
3. Mechanical restraint is prohibited.
4. Chemical restraint is prohibited.
5. Untrained staff may restrain a student only in an emergency, to prevent imminent physical harm, when there is not time to summon trained staff.
6. The incident form is completed by the staff involved before they leave campus that day, and the principal reviews and signs it the same day.
7. A copy of the form reaches the Superintendent within one school day.
8. Written documentation reaches the parent or guardian within three school days.
9. A second restraint of the same student in a school year triggers a review within ten school days.
10. The Superintendent reports restraint data to the Governing Board each year.

Definitions

Restraint means any method or device that immobilizes or reduces the ability of a student to move the student's torso, arms, legs or head freely, including physical force or mechanical devices. As provided in A.R.S. 15-105, restraint does not include:

1. Methods or devices implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed (for example, a prescribed positioning device or a bus or wheelchair safety belt used as designed).

2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to a safe location.

3. The brief holding of a student by one adult for the purpose of calming or comforting the student.

4. Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

Seclusion means the involuntary confinement of a student alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a student's education plan, individual safety plan, behavioral plan or individualized education program that involves the student's separation from a larger group for purposes of calming.

Prone floor hold means any hold in which a student is held face down on the floor or another surface. Supine floor hold means any hold in which a student is held face up on the floor or another surface.

Mechanical restraint means the use of any device or object, such as tape, straps, ties, cuffs or restraining furniture, to limit a student's movement. A device used as described in exclusion 1 above is not mechanical restraint.

Chemical restraint means any drug or medication used to control a student's behavior or restrict freedom of movement that is not prescribed for the student's medical or psychiatric condition and administered as prescribed.

Trained staff means a District employee who holds a current certification, including a passed test-out, in the crisis prevention and intervention program adopted by the District under the Training section of this regulation.

School day means a day on which students are in attendance at the student's school.

Parent means the student's parent or legal guardian, or a student who is eighteen or older and holds the rights of a parent.

Seclusion

The District does not use seclusion. No student shall be confined alone in a room or area that the student is prevented from leaving, whether by a locked or held door, by furniture, by a staff member blocking the exit, or by any other means.

Rooms formerly used for that purpose at the elementary school have been repurposed and shall never be returned to that use. No room in any District building shall be designated, equipped or used for seclusion.

A calming space or break area that a student may leave at any time, used as part of the student's plan, is permitted. The door shall not be locked or held, and an adult shall be able to see the student.

No IEP, Section 504 plan, behavior intervention plan or individual safety plan shall call for seclusion. Every existing IEP and Section 504 plan that refers to seclusion shall be amended through the student's team to remove that reference by the end of the 2026-2027 school year. The District Director of Special Services shall confirm to the Superintendent in writing when every plan has been reviewed.

If seclusion nonetheless occurs, it shall be documented on Exhibit JLDB-EB, and the parent notification, Superintendent copy and review requirements of this regulation apply. The principal shall report it to the Superintendent the same day as a violation of District policy.

When Restraint May Be Used

Restraint may be used only when both of the following apply:

1. The student's behavior presents an imminent danger of bodily harm to the student or others; and

2. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

Staff shall use de-escalation and less restrictive interventions first, including verbal redirection, offering choices, removing other students from the area, offering a walk or a break space, and calling for help, unless the danger is so immediate that there is no time to try them.

When restraint is used:

1. Staff shall maintain continuous visual observation and monitoring of the student for the entire time the restraint is in use.

2. The restraint shall end as soon as the student's behavior no longer presents an imminent danger to the student or others.

3. The restraint shall not impede the student's ability to breathe or speak, and no pressure shall be placed on the student's neck, chest, back or abdomen.

4. The restraint shall not be out of proportion to the student's age, size or physical condition.

5. After the restraint ends, the student shall be checked for injury and, where needed, seen by the health office.

Prohibited Techniques

As a local standard stricter than A.R.S. 15-105, which permits them, no District employee shall use:

1. A prone (face down) floor hold;

2. A supine (face up) floor hold;

3. Mechanical restraint of any kind; or

4. Chemical restraint of any kind.

No District employee shall use any technique that restricts breathing, at any time and in any position.

Who May Use Restraint

Restraint may be used only by trained staff.

A staff member who is not trained may restrain a student only in an emergency, to prevent imminent physical harm to the student or others, when there is not sufficient time to summon trained staff. That staff member shall call for trained staff immediately, shall follow every other rule in this regulation, including the prohibited techniques, and shall release the student to trained staff or end the restraint as soon as possible. The incident is documented in the same way as any other restraint.

Each principal shall keep a current roster of trained staff on that campus, updated each August and after each training, and shall make sure staff know how to summon trained staff quickly.

Documentation and Notification

Every restraint, every use of seclusion, and every call to law enforcement made instead of a restraint shall be documented and reported as follows.

A. Incident form. The staff involved shall complete Exhibit JLDB-EB, Restraint Incident Documentation, before they leave campus on the day of the incident.

B. Principal review. The principal shall review and sign the completed form the same day. When the principal is absent, the administrator designated by the Superintendent shall do so.

C. Parent notice. The principal or designee shall give the parent oral or written notice of the incident on the same day it occurred. If circumstances prevent same-day notice, the principal or designee shall make a good faith effort to reach the parent and notice shall be given within twenty-four hours after the incident. If the parent cannot be reached by telephone or in person, written notice shall be sent by email, text or letter within the twenty-four hours. Each attempt and the notice given are recorded on Exhibit JLDB-EC.

D. Superintendent copy. A copy of the completed and signed Exhibit JLDB-EB shall be delivered to the Superintendent within one school day after the incident.

E. Written documentation to the parent. Within three school days after the incident, the principal or designee shall provide the parent with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known; specific information about the behavior and its precursors; the type of restraint used; and the duration of its use. A copy of the completed Exhibit JLDB-EB meets this requirement. Three school days is the reasonable time set by the District under A.R.S. 15-105.

F. Records. The completed forms shall be placed in the student's education record. For a student with an IEP or Section 504 plan, the District Director of Special Services and the student's IEP or 504 case manager shall be notified the same day.

Review of Repeated Use

A second restraint of the same student within a school year triggers a review within ten school days after the second incident, documented on Exhibit JLDB-ED. Any later restraint of that student in the same school year triggers a further review within ten school days.

The review shall examine each incident in which restraint was used and the strategies used to address the student's behavior, and shall analyze how future incidents may be avoided, including whether the student requires a functional behavioral assessment and whether a behavior intervention plan should be developed or revised.

For a student with an IEP, the review is conducted as an IEP team meeting. For a student with a Section 504 plan, the review is conducted by the student's 504 team. The parent shall be invited to every review.

Law Enforcement in Lieu of Restraint

If a school summons law enforcement to respond to a student's behavior instead of using restraint, the same documentation, notification and review requirements of this regulation apply, using the same exhibits. As provided in A.R.S. 15-105, a school resource officer may respond to a situation presenting imminent danger of bodily harm according to the protocols of the officer's law enforcement agency.

Training

A. The District's crisis prevention and intervention training shall be provided through a nationally recognized training program, currently Handle With Care. The District trainer holds a current trainer certification in that program.

B. Staff training shall be held in October 2026, beginning with the elementary school, and shall include a test-out component. A staff member is trained staff only after passing the test-out. Certification shall be renewed on the cycle the program requires.

C. The District trainer shall train staff on each campus so that trained staff can be summoned quickly from every part of each building.

D. Training shall emphasize prevention and de-escalation, and restraint as a last resort. All staff shall be informed of this regulation, including the prohibition on seclusion and the prohibited techniques, at the start of each school year.

E. Certificates and test-out results shall be kept in personnel files.

Annual Report

Each year the Superintendent shall report to the Governing Board, in aggregate and without student identifiers, the number of restraint incidents, the number of students restrained, the number of law enforcement calls made instead of a restraint, the number of reviews held, any seclusion that occurred, and the number of trained staff on each campus. The District also reports restraint and seclusion data to the federal Civil Rights Data Collection when required.

Special Education Manual

This regulation and Exhibits JLDB-EA through JLDB-ED shall be incorporated into the District Special Education Manual.

LEGAL REF.: A.R.S. 15-105, 15-341, 15-843; 20 U.S.C. 1400 et seq. (IDEA); 29 U.S.C. 794 (Section 504)

CROSS REF.: JLDB - Restraint and Seclusion; JLDB-EA, JLDB-EB, JLDB-EC, JLDB-ED; GBEB - Staff Conduct; JIC - Student Conduct; JK - Student Discipline; JKA - Corporal Punishment