

Three Rivers School District

Code: JGAB-AR
Revised/Reviewed: 8/20/07; 1/21/14; 5/19/15
Orig. Code: JGAB-AR

Use of Restraint and or Seclusion

General Guidelines Procedure

1. ~~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 on which the incident occurred.~~
 2. ~~Parents will be provided written documentation of the incident within 24 hours that provides:~~
 - a. ~~A description of the physical 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. ~~A description of the student's activity that prompted the use of physical restraint or seclusion;~~
 - e. ~~The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted.~~
 - f. ~~The names of personnel of the public education program who administered the physical restraint or seclusion.~~
 - g. ~~A description of the training status of the personnel who administered the physical restraint or seclusion, including any information that may need to be provided to the parent or guardian and~~
 - h. ~~Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.~~
1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.
 2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. Written documentation of the incident within 24 hours that provides:
 - (1) A description of the restraint or seclusion including:
 - (a) The date of the restraint or seclusion;
 - (b) The times the restraint or seclusion began and ended; and
 - (c) The location of the incident.
 - (2) A description of the student's activity that prompted the use of restraint or seclusion;
 - (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
 - (4) The names of staff of the district who administered the restraint or seclusion;

- (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - (6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the physical restraint or seclusion was administered by a person without training, the district administrator will ensure written notice is issued to the parent or guardian of the student that includes the lack of training, and ~~provide that information along with~~ the reason why a person without training administered the physical restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
 4. An ~~building~~ administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used.
 5. If physical 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 the 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 district~~ 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 the 30 minutes, personnel staff of the district will immediately attempt to ~~contact~~ verbally or electronically notify a parent or guardian.
 6. A district *Physical Restraint and/or Seclusion Incident Report* must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion 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. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.
 7. A documented debriefing meeting must be held within two school days after the use of physical restraint and/or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include a building administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.
 8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.

9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.
10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

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 physical restraint or seclusion, and the time the physical restraint or seclusion began and ended;
4. Location of the physical restraint or seclusion;
5. A description of the physical restraint or seclusion;
6. A description of the student's activity immediately preceding the behavior that prompted the use of physical restraint or seclusion;
7. A description of the behavior that prompted the use of physical restraint or seclusion;
8. Efforts to de-escalate the situation and alternatives to physical restraint or seclusion that were attempted;
9. Information documenting parent contact and notification; and
10. A summary of the debriefing meeting held.

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

1. Parent participation in the plan is required;
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel staff, including a behavioral specialist and a district representative who is familiar with the physical restraint training practices adopted by the district;
3. Prior to the implementation of any behavioral support plan that includes physical restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan;
4. When a behavior support plan includes restraint/seclusion the parents will/may be provided a copy of the district Physical Use of Restraint and/or Seclusion policy at the time the plan is developed.
5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan.

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

Use of physical restraint and/or seclusion under these circumstances with a student who does not have physical restraint and/or seclusion as a part of their IEP or 504 plan is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.