

POST FALLS SCHOOL DISTRICT NO. 273

Series 500: Student Personnel

Policy No. 505.10

Policy Title: Restraint and Seclusion

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It is the priority of Post Falls School District No.273 to promote a safe learning environment for all students and staff. The board recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure all students and staff are safe in school, and any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

The Board does not condone the use of restraint or seclusion when responding to student behavior and prohibits the use of corporal punishment and unreasonable use of physical force against a student as forms of discipline or methods of classroom governance. The use of any form of restraint or seclusion of a student, as defined in this policy, is prohibited except by appropriately trained district personnel in circumstances where the proportional restraint or seclusion is necessary because the student's conduct creates a reasonable belief in the perspective of the trained personnel, that the conduct has placed the student, employee, or any other individual in imminent danger of serious bodily harm.

Policies restricting the use of restraint and seclusion will apply to all students, not just those with disabilities. Any behavioral intervention must be consistent with the student's rights to be treated with dignity and to be free from abuse.

Definitions:

1. **Physical Restraint:** A personal restriction that immobilizes or reduces the ability of a student to move his or her own torso, arms, legs, or head freely. The term physical restraint does not include a physical escort or physical assist. Physical escort is defined as a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk on their own with assistance to a safe location. Physical assist is defined as a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to redirect behaviors with assistance.
2. **Mechanical Restraint:** A mechanical restraint is the use of any device or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved purposes for which such devices were designed, such as:
 - Adaptive devices or mechanical supports for positioning, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
 - Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
 - Restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

3. Seclusion: Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that involves the monitored separation of the student in a non-locked setting and is implemented for the purpose of calming and reducing disruptive behaviors.
4. Chemical Restraint: Chemical Restraint means using drugs or medication to control behavior; not including those prescribed by and administered in accordance with the directions of a qualified health professional.

Every effort will be made to prevent the need for the use of restraint or seclusion.

1. Teams will teach replacement behaviors.
2. In cases where a student has a history of dangerous behavior for which restraint or seclusion was considered or used, a school should have a plan for:
 - Teaching and supporting more appropriate behavior; and
 - Determining positive methods to prevent behavioral escalations that have previously resulted in the use of restraint or seclusion.

Mechanical or chemical restraints shall not be used to restrict a student's freedom of movement or to control behavior.

1. Mechanical restraints and assistive devices including gait belts, harnesses, and orthotics will only be used under the direction of a medical or related services professional for approved purposes
2. The use of chemical restraints will only be used as outlined in an individual Behavior Intervention Plan under the direction of a medical professional with approval by the student's guardian.

Physical restraint or seclusion will only be used in situations where the student's behavior poses imminent danger of serious physical harm to self or others, and other interventions are ineffective.

1. Imminent danger is defined as "likely to happen right away or within a matter of minutes."
2. Serious physical harm is defined by statute as "physical injury that creates a substantial risk of death; extreme physical pain; or that causes protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, mental faculty or organ."
3. Physical restraint or seclusion shall not be used:
 - as a form of punishment or discipline (e.g., for out-of-seat behavior);
 - as a means of coercion or retaliation, or as a convenience for staff;
 - as a planned behavioral intervention in response to behavior that does not pose imminent danger of serious physical harm to self or others; or
 - in a manner that endangers the child
4. Physical restraint or seclusion shall not restrict a student's breathing or harm the student.
5. During Physical restraint or seclusion, Students will be permitted to use the restroom upon request and will be escorted to and from the restroom. Students will also be provided with water on request. Students will not be denied access to meals. If the student's level of escalation prevents the student from participating in planned mealtimes, the student will be permitted access to meals immediately as soon as the risk of serious physical danger to self or others has passed.

6. Staff members will immediately terminate the use of physical restraint or seclusion as soon as it is determined the student is no longer in imminent danger of serious bodily harm to self or others, or if the student is observed to be in severe distress.
7. If seclusion is to be employed by the district, each school building must designate a clean and safe seclusion area intended for confining a student without causing or allowing the student to harm him- or herself or others. The seclusion area will be of reasonable size; adequately lighted, ventilated, and heated/cooled; free from any objects or potential hazards that unreasonably expose the student or others to harm; permit direct, continuous visual and auditory monitoring of the student; must not be locked; and must comply with state and federal fire safety requirements. A push lock may be used with consistent monitoring but may not prevent the student from exiting the area should an emergency arise.
8. Students requiring the use of physical restraint or seclusion will be carefully and continuously visually monitored to ensure the appropriateness of its use and safety of the student and others.
9. Physical restraint and seclusion will not be used any longer than necessary to allow a student to regain control of his/her behavior and may not exceed thirty (30) minutes. If an emergency seclusion lasts longer than thirty (30) minutes, the following are required: additional support (e.g., change of staff, introducing a nurse or specialist, or obtaining additional expertise) and documentation to explain the extension beyond the time limit.
10. Staff members will follow the steps outlined in the student's Crisis Plan to determine when the student is ready to be reintegrated into the classroom or activities. If no Crisis Plan is in place, staff members may make an independent judgment about when the student is ready to rejoin classmates or other activities. Reintegration may occur quickly, or may be very gradual, but will depend on the circumstances and the emotional state and readiness of the student to return to the normal situation.
11. Staff will document parents have been notified within 24 hours following each instance in which restraint or seclusion is used with their student.
12. The staff member(s) involved with the incident will complete a written incident report immediately and no later than 24 hours after the event. The building principal or designee will place a copy of the report in the student's education file.
13. Each staff member involved in an incident will engage in a debriefing session within 24 hours of the incident to determine what could have been done to prevent the need for the use of physical restraint or seclusion for this student specifically and for other students in similar situations.
14. Staff members will document in writing each incident requiring restraint or seclusion

Schools must follow these procedures in cases where a student is placed in physical restraint or seclusion four (4) or more times in 20 school days.

1. A school administrator, at least one of the student's teachers, the student's parent, or guardian, and, if any, a mental health professional must meet to (1) conduct or revise the student's behavioral assessment, (2) create or revise any applicable behavioral intervention plan, and (3) determine if the student may require special education services.
2. In cases where such a student requires, may require, or is being evaluated for special education services or a 504 plan, the student's planning and placement team must consider to meet to (1) conduct or revise the student's functional behavioral assessment and (2) create or revise any applicable behavioral intervention plan, including the student's IEP or 504.

Behavioral strategies will be reviewed and revised to reduce/eliminate the need for the use of restraint and seclusion. If positive behavioral strategies are not in place, staff should develop them. Behavioral strategies to address patterns of dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior through a Functional Behavioral Assessment and a Behavior Intervention Plan.

Parents will be informed of the policy on restraint and seclusion through the District's website.

All student handbooks in our schools will contain a statement regarding the use of restraint and seclusion consistent with this policy and outline reporting procedures.

The district will provide all staff directly assigned to students or classrooms with annual professional development training regarding positive behavior supports, de-escalation techniques, and classroom behavior management. This training will be recurrent and will be provided to new staff during orientation.

1. All staff directly serving students or classrooms with students who demonstrate aggressive or dangerous behaviors will receive annual professional development training in crisis management, de-escalation techniques, the correct use of restraints and seclusion when required, and the implementation of functional behavior assessment, behavior intervention plans, and crisis plans. This training will be recurrent and will be provided to new staff during orientation.
2. Restraint and seclusion techniques will only be utilized by a person who has been trained in crisis intervention. Untrained staff should request assistance from trained staff as soon as possible.

The superintendent or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy in the district. The superintendent or designee will comply with all state and federal requirements for reporting incidents of physical restraint or seclusion. The building principal or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy within the school.

The district will, not less than annually, review this policy and related procedures to determine the efficacy of the policy and procedures; whether modification of the policy or procedures is necessary; and whether selected school staff should receive additional training on positive behavior intervention and supports, or the proper use of restraint, seclusion, and other aversive techniques.

Legal Reference: § I.C. 33-124

Adopted: 9/11/2023

Amended:

Reviewed: