

Use of Restraint, Seclusion, and Aversive Techniques for Students

This policy is applicable to ALL disabled and non-disabled students.

Definitions

“Corporal punishment” means knowingly and purposely inflicting physical pain on a pupil as a disciplinary measure.

“Physical escort” means 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 to a safe location.

“Restraint” means physical, mechanical, or chemical forms of restrictions, which are defined as follows:

“Physical restraint” means a personal restriction that immobilizes or reduces the ability of a student to move his torso, arms, legs, or head freely. This does not include a physical escort.

“Mechanical restraint” means the use of any device or equipment to restrict a student’s freedom of movement. This does not include devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical-related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

1. Adaptive devices or mechanical supports, when used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
2. Vehicle safety restraints, when used as intended during the transport of a student in a moving vehicle;
3. Restraints for medical immobilization; or
4. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

“Chemical restraint” means the use of drugs or medication to control behavior. This does not include drugs or medication prescribed by and administered in accordance with the directions of a qualified health professional.

“Seclusion” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes the use of a timeout as a behavior management technique that is part of an approved program, involves the monitored separation of the student in an unlocked setting, and is implemented for the purpose of calming.

“Imminent danger” means when death or severe bodily injury could reasonably be expected to occur without intervention.

Conduct of Employees Directed Toward Students

It is the duty of a teacher to carry out the rules and regulations of the Board of Trustees in managing classroom behavior, and a teacher shall have the power to adopt any reasonable rule or regulation to manage classroom behavior in, and otherwise govern, the classroom, not inconsistent with any statute or rule or regulation of the Board of Trustees.

Corporal punishment, as defined in this policy, shall not be used by any district employee on any student at any time.

Restraint and seclusion shall not be used as forms of discipline or methods of classroom governance. Chemical restraint shall not be used for any purpose. Physical restraint, mechanical restraint, or seclusion may be used in circumstances where a student’s conduct has placed him or herself, other students, district employees, or any other individual in imminent danger of serious bodily harm.

Seclusion or restraint of a student shall immediately be terminated when it is determined the student is no longer in imminent danger to him or herself or to any other individual. If a student remains in seclusion or restraint, then a phone call shall be placed to the parent/guardian immediately.

No District personnel shall use any form of aversive techniques with any school student.

If a situation occurs where a student’s conduct has placed him or herself, employees, or any other individual in imminent danger, and a District employee has used acts of restraint or seclusion with a student, the following shall occur:

1. The employee shall immediately complete an Incident Report for Seclusion or Restraint and provide it to their building principal, The following information shall be included:
 - a. The date the event occurred;
 - b. The circumstances leading to the event;
 - c. The student involved;
 - d. Any injuries sustained in the incident;
 - e. The duration of the seclusion or restraint utilized; and

- f. Other witnesses or participants to the event.
2. The building principal shall notify the parent/legal guardian of the situation and the event of restraint or seclusion via telephone and shall provide the parent/legal guardian with a copy of the Incident Report for Seclusion or Restraint
3. The building principal shall notify the Assistant Superintendent and Federal Programs Director of the event, providing them with a copy of the Incident Report for Seclusion or Restraint.
4. The building principal shall ascertain if any video equipment captured the event on a recording. If such event was captured on recording, the principal shall take all best efforts to maintain a copy of the recording and provide the video footage to the Assistant Superintendent and Federal Programs Director for the District's official records of the event.
5. The District office shall maintain documentation as to events of restraint and seclusion and shall prepare any and all necessary reports to legal entities upon whom such reports are or may become due pursuant to state and federal regulations.

Training of School Personnel

As part of the training and preparation of each certificated administrator, certificated teacher, and in-building classified employee of the District, the following shall occur:

1. A minimum of five (5) personnel, for each building, shall receive full and complete training from the Crisis Prevention Institute (CPI) program. This training shall include:
 - a. Crisis management
 - b. De-escalation techniques
 - c. Correct use of restraint and seclusion
 - d. Functional behavior assessment
 - e. Behavior intervention plans
 - f. Crisis plans
2. Training all personnel on de-escalation of student crisis situations in the following:
 - a. Recognizing the early signs that an individual may be headed for a crisis and intervening early
 - b. Verbal de-escalation of student crisis situations
 - c. Positive behavioral intervention techniques and supports
 - d. Classroom behavior management
3. Each trained employee will receive a copy of this policy. Documentation of training will be placed in the employees personnel file.

Annual Review

On an annual basis, the Superintendent shall review this policy and make a determination as to whether or not any modifications or amendments to this policy are necessary and should be proposed to the Board of Trustees.

In conducting this annual review, all *Incident Reports for Seclusion or Restraint* reports shall be reviewed for the past school year. The review will include an analysis as to whether or not the District’s personnel are following this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be strengthened and shall be reported to the Board of Trustees.

Cross Reference:	3360	Discipline of Students with Disabilities
	3345F	Incident Report for Seclusion or Restraint
	3345P	Guidelines for Physical Restraints and Seclusion

Legal Reference:	IC 33-1224	Powers and Duties of Teachers
	IC 39-5302(5)	Adult Abuse, Neglect, and Exploitation Act

Policy History:

Adopted on: May 17, 2016

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