



SECLUSION

Seclusion for students identified as having an exceptionality shall only be used:

- For behaviors that involve an imminent risk of harm;
- As a last resort when de-escalation attempts have failed and the student continues to pose an immediate threat to self or others;
- As a last resort if and when less restrictive measures, such as PBIS, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm.
- The seclusion room has an observation window in which the student must be able to be seen and heard the entire time the student is placed in the seclusion room.

Seclusion **shall not** be used for:

- Behaviors such as general noncompliance, self-stimulation, and academic refusal.

RESTRAINT

The use of physical restraint involving students identified as having exceptionality shall be used only:

- When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others;
- In a manner that causes no physical injury to the student, results in the least physical discomfort, and does not interfere with a student's breathing or ability to communicate;

Any student placed in seclusion or physically restrained shall be monitored continuously. Monitoring will be documented at least every 15 minutes. A student shall be released from seclusion or physical restraints as soon as the reason for justifying such action has subsided.

DOCUMENTATION

- The parent or legal guardian of a student who has been placed in seclusion or physically restrained, shall be notified in writing within 24 hours of the incident. The notice will include the reason for the seclusion or physical restraint, the procedures used, the length of time of the seclusion or physical restraint, and the names and titles of the school employees involved.
- The Supervisor of Special Education shall be notified anytime a student is placed in seclusion or is physically restrained.
- If a student is involved in five incidents in a single school year involving the use of seclusion or physical restraint, the student's IEP team shall review and revised the student's behavior intervention plan to include any appropriate and necessary behavioral supports.
- The documentation compiled for a student who has been placed in seclusion or who has been physically restrained and whose challenging behavior continues or escalates, shall be reviewed with the administrator, the special education teacher, the school psychologist /social worker and the parent or guardian at least every three weeks during the school year.

