

## Restraint and Seclusion Guidelines

Description of the restraint, seclusion, and timeout procedures utilized throughout LCSC Schools

### Overview

Lebanon Community School Corporation believes that a strong, supportive school environment will greatly reduce the need for restraint or seclusion. However, LCSC recognizes it may become necessary to implement restraint or seclusion when there is an imminent risk of harm to students or others. The LCSC Restraint and Seclusion plan applies to all students, not only students with disabilities, and should never be used as a means of punishment or convenience.

Schools throughout LCSC will utilize prevention, positive behavior intervention and support, and de-escalation strategies to eliminate or minimize the use of restraint or seclusion. LCSC staff and administration strive to create safe, nurturing environments for our students where all are challenged everyday to reach a new best.

This Restraint and Seclusion plan applies to all students, including students with disabilities. Any interventions, including restraint or seclusion, must be consistent with any behavioral intervention plan (BIP), individualized education plan (IEP), as well as with this plan.

### Restraints

**Chemical Restraint:** A chemical restraint means the administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment and dosage for the student's medical or psychiatric condition. Chemical restraints are prohibited by LCSC except in the case of mechanical devices/equipment prescribed or authorized by a licensed physician or other qualified health professional.

**Mechanical Restraint:** A mechanical restraint means the use of a mechanical device, a material, or equipment attached or adjacent to a student's body that the student cannot remove and that restricts the student's freedom of movement of all or part of the student's body or restricts normal access to the student's body. The term does not include: (1) mechanical devices, (2) a material, or (3) equipment used as prescribed by



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a doctor. For this plan, “doctor” means a licensed physician or other qualified health professional. Mechanical restraints are prohibited by LCSC except in the case of mechanical devices/equipment prescribed or authorized by a licensed physician or other qualified health professional.

**Physical Restraint:** A physical restraint means contact between a school employee and a student: (1) in which the student unwillingly participates; and (2) that involves the use of a manual hold to restrict freedom of movement of all or part of all or part of a student’s body or to restrict normal access to the student’s body. The term does *not* include: (1) briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation; (2) physical escort; or (3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another.

**Use of Restraints:** Chemical and Mechanical restraints are prohibited by LCSC except in the case of mechanical devices/equipment prescribed or authorized by a licensed physician or other qualified health professional and/or as noted in the IEP

- Restraint shall only be used when a student’s behavior presents an imminent risk of injury to student or others.
- Restraint shall only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
- Restraint should only be employed by staff who have been properly trained and should never restrict the student’s breathing or intentionally harm the student.
- Restraint shall last only as long as is necessary for the student to regain behavioral stability and for the risk of injury to end.
- LCSC Restraint and Seclusion Plan does not apply to restraint of a student in order to safely move a student as described in the student’s IEP/BIP or a transportation plan.

## **Seclusion**

**Time-out:** A "time-out" means a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. (example: student sent to hallway, student sent to office) *The term does not include a supervised time-out or scheduled break, as described in a student's individualized education program.*

**Seclusion:** Seclusion is defined as the confinement of a student alone in a room or area from which the student is physically prevented from leaving. This does not include a supervised ‘time-out’ or scheduled break, as described in the student’s IEP, in which an adult is continuously present in the room with the student

**Seclusion Environment:**

All seclusion environments shall:

- Be large enough to accommodate the student and at least one adult
- Have adequate lighting and ventilation
- Permit direct continuous visual monitoring of the student
- Have an entrance and exit that is unlocked and unblocked and permits easy exit in case of emergency evacuation
- Meet current fire and safety codes

**Training**

- Each school will annually inform all staff members about this plan and procedures for contacting fully trained staff when behavior crises occur. (Building Level Crisis Team)
- Appropriate staff members in each building will annually be trained on effective alternatives to restraint and seclusion, including positive behavioral supports and conflict de-escalation, and in crisis intervention techniques including the safe use of restraint and seclusion.

**Parental Notification and Documentation**

- The building administrator or TOR will verbally notify the student’s parent/guardian on the same day in which the restraint or seclusion is utilized with the student.
- A member of the Crisis Team that was involved in the restraint or seclusion will complete the required Seclusion/Restraint Form with input from the team.
- The form will be turned into a building administrator for signature and documentation into SIS.
- A copy of the form will be sent home to the parent and kept locally in the student perm file.



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