

HAMILTON SOUTHEASTERN SCHOOLS

SECLUSION AND RESTRAINT PLAN

Effective: 2025-2026

<https://www.hseschools.org/>



HSE SECLUSION AND RESTRAINT PLAN

INDIANA COMMISSION ON SECLUSION AND RESTRAINT IN SCHOOLS

The purpose of the HSE Seclusion and Restrain Plan is to ensure that all students and staff are safe in school, and that students who may have behavior crises are free from inappropriate use of seclusion or restraint. The HSE Seclusion and Restraint Plan is written in accordance with Indiana Code 20-20-40 et. al. which provides for the creation of the Commission on Restraint and Seclusion in Schools, a commission that provides guidance to schools regarding the limited use of either seclusion or restraint and believes that schools should provide a safe and healthy environment in which Indiana's students can learn, develop, and participate in instructional programs that promote high levels of academic achievement. The Commission on Seclusion and Restraint in schools was created by the 2013 Indiana General Assembly. The Commission was assembled to draft rules regarding the limited use of either seclusion or restraint by schools. In addition, the Commission is charged with creating a model plan to aid schools in the creation of school specific plans that must, at a minimum, include the requirements listed in Indiana Code 20-20-40-13. The HSE plan also contains an appendix of definitions and list of resources for schools for support and training.

Behavioral interventions for students must ensure the right of all students to be treated with Dignity and Respect. All students have the right to be free from physical or mental abuse, aversive behavioral interventions that compromise health and safety, and any physical restraint or seclusion imposed solely for purposes of discipline, punishment, or convenience. Seclusion or restraint shall not be used as routine school safety measures; that is, they shall not be implemented except in situations where a student's behavior or action poses imminent danger of physical harm to self or others and not as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation. Any use of either seclusion or restraint shall be supervised, short in duration and used only for the purposes of deescalating the behavior. The plan applies to all students regardless of the existence of a disability.

HSE Seclusion and Restraint Plan

A copy of this plan is available to students and their families on the school's website at:
<https://www.hseschools.org/> .

I. USE OF RESTRAINT

- A. Every effort shall be made to avoid the need for the use of restraint of a student.
- B. Physical restraint, including physical restraint by a school resource officer, shall not be used except when used as a last resort and only when:
 - 1. the student's behavior poses imminent risk of injury to self or others; and,
 - 2. other less restrictive interventions are ineffective.
 - 3. use of restraint by a school resource officer will follow the officers' agency training regarding the use of restraints.
- C. Other than in the case of an (extreme) emergency, a student shall never be physically restrained by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Physical restraint of a student, including physical restraint by a school employee, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.
- E. While transporting a student on a moving vehicle, a bus harness or other safety equipment may be required and is permissible for safety purposes. The need and use of any bus harness or safety equipment used to restrain a student during transportation must be documented. Mechanical or chemical restraints are otherwise not authorized.
- F. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited.
- G. A school employee may never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician.
- H. Every incident in which restraint is used shall be carefully and continuously visually monitored to ensure the safety of the student, other students and school employees.
- I. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be physically restrained and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the restraint of the student.
- J. **Physical Restraint** 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.

II. USE OF SECLUSION

- A. Every effort shall be made to avoid the need for the use of seclusion of a student.

- B. Seclusion, including seclusion of a student by a school resource officer, shall not be used except when used as a last resort and only when:
 - 1. the student's behavior poses imminent risk of injury to self or others; and,
 - 2. other less restrictive interventions are ineffective.
- C. A student shall never be secluded by a school employee, including seclusion of a student by a school resource officer, who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Seclusion of a student, including seclusion of a student by a school resource officer, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.
- E. Every incident in which seclusion is used, including every incident involving a school resource officer, shall be carefully and continuously visually monitored to ensure the safety of the student, other students, and school employees.
- F. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the physical restraint of the student.
- G. Time out or student self-directed breaks do not constitute seclusions.

III. WHEN RESTRAINT AND OR SECLUSION PROCEDURES SHALL NOT BE Used:

- A. Physical restraint and or seclusion, including physical restraint or seclusion by a school resource officers, shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury and shall not result in restraint or seclusion.
- C. Destruction or damage to property does not constitute a risk of imminent injury and should not result in physical restraint and or seclusion unless in so doing a risk of injury to the student or others is created.
- D. When known medical or physical condition of the student would make physical restraint or seclusion dangerous, physical restraint or seclusion shall not be used.
- E. Restraint or seclusion shall never be used as a punishment, or to force compliance with staff commands.
- F. Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.

IV. TIME-OUT

Time-out is 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. Time-out shall be both developmentally and behaviorally appropriate and shall be short in duration.

V. DEBRIEFING

Debriefing is a key element in the reduction of future restraint and seclusion. The approach is to find out what can be done differently next time preventively to reduce or eliminate escalation and how best to respond when escalations are occurring in order to eliminate the need for restraint/seclusion and ensure the safety of all involved. HSE School utilizes a

Three-Part Debrief Model for crisis situations. The three parts may occur in one, two, or three sessions and in one day or on multiple days.

Part One: Immediate Debrief:

- After every incident in which seclusion or restraint is used with a student, including every incident of restraint and seclusion involving school resource officers, as soon as safe and practical, a school administrator or designee, TOR, nurse, or other staff member shall do a check-in with the student and staff involved in the incident to check on emotional and physical needs and concerns.
- *Any immediate needs or supports are addressed and provided for at this time.

Part Two: Assessment Debrief:

- When individuals involved are stabilized and at baseline, an assessment of positive actions and areas of growth are determined.
- The team will discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion.
- All points of view are considered. This includes debriefing the incident with the student in a manner appropriate to the student's age and developmental ability to discuss the behavior(s), that precipitated the use of restraint or seclusion.

Part Three: Long-Term Debrief:

- Once areas of improvement and positive actions have been determined a long term debrief is planned to determine action items that the team will put in place.
- This step may result in a request for parent participation.
- If the student has an IEP, this step may lead to a case conference and involve the creation of a Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) or result in additions/changes to the FBA/BIP
- As part of the HSE Incident Documentation and Reporting Process parent/guardians are provide a copy of an incident report and offered the opportunity to request a meeting regarding the incident of restraint or seclusion.

When applicable, the procedures described in 511 IAC 7-44-5 (Manifestation Determination) are implemented.

VI. INCIDENT DOCUMENTATION AND REPORTING

Every incident in which seclusion or restraint is used on a student, including every incident involving school resource officers, shall be documented in order to memorialize the events that led up the use of either seclusion or restraint.

A. Documentation must be made on the form prescribed by HSE schools *and shall include the following:*

1. *The student's name.*
2. *The date and time of the incident.*
3. *The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both.*
4. *A description of any relevant events leading up to the incident.*
5. *A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint.*
6. *A description of relevant interventions used immediately prior to the implementation of seclusion or restraint.*
7. *A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction*

- between the student and staff.*
- 8. A description of any injuries to students, staff, or others or property damage.*
- 9. A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,*
- 10. If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP..*
- B. The Teacher of Record (if not able or present; then the building administrator or designee) shall verbally report every incident in which seclusion or restraint is used with a student, including every incident involving school resource officers, to the student's parent or guardian no later than the end of the school day or as soon as practical.
- C. The Teacher of Record (if not able or present; then the building administrator or designee) shall complete the HSE Seclusion and Restrain Report, no later than the end of the school day or as soon as practical after every incident in which seclusion or restraint is used on a student including every incident involving school resource officer.
- D. The building administrator or designee shall also send the HSE Seclusion and Restrain Parent Report, no later than the end of the school day or as soon as practical, to the student's parent or guardian after every incident in which seclusion or restraint is used on a student including every incident involving school resource officer.
- E. The building administrator will complete the seclusion and/or restraint documentation process in the Skyward after every incident in which seclusion or restraint is used on a student including every incident involving school resource officer no later than the end of the school day or as soon as practical.

VII. TRAINING

- A. The Hamilton Southeastern School District will provide all school employees with training on: (This training will be recurrent and will be provided to new school employees.)
 - Appropriate use of effective alternatives to physical seclusion and restraint.
 - Conflict de-escalation procedures.
 - Positive supports and behavioral interventions techniques.
 - The dangers of seclusion and restraint.
 - Procedures for contacting fully trained and certified staff when behavioral crises occur.
 - The safe use of seclusion and restraint.
 - Steps to avoid the use of seclusion or restraint.
 - Debriefing practices and procedures. In addition, school employees must be trained.
- B. Designated personnel will be trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures.
 - Designated personnel will participate in an initial certification training
 - After completion of initial certification training, designated staff will participate in an annual recertification training to maintain certification.
 - If the designated staff members certification lapses the designated staff must repeat the initial certification training.

- C. Designated district personnel will be trained as trainers in crisis intervention techniques, which will include the use of seclusion and restraint procedures.
 - District Trainers will provide training to the designated building staff.
 - District Trainers will complete a certification/recertification process to obtain/maintain their training credentials in accordance with the certifying agency.
- D. Law enforcement officers, including School Resource Officers (SROs) will participate in the officer's agency training regarding the use of restraint and seclusion and follow their agency's procedures if it becomes necessary for them to restrain or seclude a student.

IX. Annual Review, Planning Process and Oversight

- A. The Assistant Director of Exceptional Learners will be designated as the coordinator of data, planning and oversight of the use of seclusion or restraint procedures in the Hamilton Southeastern School District
- B. A team comprised of members of the Department of Student Services, members of the Department of Exceptional Learners, and members of the Department of Teaching and Learning will conduct an annual review of all individual and program wide data associated with this policy. The Team shall review the following components related to the use of restraint:
 1. incident reports
 2. procedures used during restraint, including the proper administration of specific Hamilton Southeastern School District approved restraint techniques
 3. preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint
 4. documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint
 5. injuries incurred during a restraint
 6. notification procedures
 7. staff training needs
 8. specific patterns related to staff or student incidents
 9. environmental considerations, including physical space, student seating arrangements, and noise levels.
- C. Upon review of the data, the Team shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools for changes in policies or practices.
- D. The Team can recommend review of the training program to ensure the most current knowledge and techniques are reflected in Hamilton Southeastern Schools District training curriculum.

APPENDIX & DEFINITIONS

Behavioral intervention plan: A plan that is agreed upon by the case conference committee (as defined in IC 20-35-7-2) and incorporated into a student's IEP (as defined in IC 20-18-2-9) and that describes the following:

- (1) The pattern of behavior that impedes the student's learning or the learning of others.
- (2) The purpose or function of the behavior as identified in a functional behavioral assessment.
- (3) The positive interventions and supports, and other strategies, to:
 - (A) address the behavior; and
 - (B) maximize consistency of implementation across people and settings in which the student is involved.

- (4) If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student.

The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

Chemical Restraint: 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.

De-escalation: Causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.

School Employee: Any paid school staff, volunteer, contract employee, consultant or any other agent of the school or corporation.

Functional Behavioral Assessment: Has the same meaning set forth in 511 IAC 7-32-41.

Imminent: Likely to happen right away; within a matter of minutes.

Mechanical restraint: The use of a mechanical device, a material or equipment that is attached or adjacent to a student's body that the student cannot remove and that restricts the 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 a mechanical device, a material or any equipment that is used as authorized by a licensed physician or other qualified health care professional. The term also does not include a bus harness or other safety equipment that is used to restrain a student during transport when the harness or safety equipment is necessary for safety purposes.

Physical Restraint: Physical contact between a school employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement 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. The term does not include the use of a bus harness or other safety equipment that is used to restrain a student during transport when the harness or safety equipment is necessary for safety purposes.

Positive Behavior Intervention and Support: a systematic approach that uses evidence-based practices and data driven decision making to improve school climate and culture and includes a range of systematic and individualized strategies to reinforce desired behavior and diminish reoccurrence of problem behavior to achieve improved academic and social outcomes and increase learning for all students.

Prevention and Conflict De-escalation Training: Training which is provided broadly to school staff on how to prevent, defuse and de-escalate potential behavioral crisis situations without physical contact between a school employee and a student.

Seclusion: The confinement of a student alone in a room or area from which the student physically is prevented from leaving. The term does not include a supervised time-out or scheduled break during which an adult is continuously present in the room with the student.

Time out: 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.

Parent or guardian: The student's parent, legal guardian, surrogate parent or student over the age of 18.

Volunteer: A person who is eighteen (18) years of age or older, has regular and direct contact with students, and donates time, energy, or talent to various phases of school programs under the direction and permission of school district personnel for which the person does not receive monetary compensation.

SAMPLE TIME-OUT PROCEDURES

Effective time out procedures include multiple levels, with each level becoming more restrictive and exclusionary. It is important to note that for disruptive behavior requiring more restrictive interventions, once the behavior begins to de-escalate, transition to less restrictive forms of time out may make the return to regular classroom activities easier for the student. The following is a potential time-out plan that schools may consider adopting.

Level I.

- A. Planned Ignoring: Ignore the student as long as possible if he or she is out of place or seat, noncompliant but not otherwise disruptive.
- B. Be (or have aide/ associate) available to counsel, provide one-to-one tutoring, or negotiate if the student is involved in a dispute.
- C. Modify/change student's assignment to get him or her reinvolved with learning. Select a task that will provide immediate success.
- D. Separate student from others (i.e. creative seat assignment).
- E. Send student out of room - on an errand, for a walk, to "cool off."
- F. Offer a "time-in" situation with a support person outside the classroom.
- G. Quietly praise other students for ignoring inappropriate student behavior.
- H. When possible, talk to disruptive student out of classroom away from other students so that he or she can save face.

Level II. Level II time out is more restrictive than the first-level interventions. It is the exclusion of a student from positive reinforcing activities of the classroom without removing him or her from the room.

- A. Move student to different part of the classroom (i.e. closer to teacher, further away from audience)
- B. Avoid lengthy explanations to student. Simply say: "Because you_____, you go to time out for ____ minutes." Avoid other interaction. C. Allow student to take their own time-out.
- D. Keep time-out period brief. (Time out periods longer than 15 minutes rarely serve their intended purpose-temporary withholding of positive reinforcement. For time out periods longer than 30 minutes, a supervisory staff person shall be consulted about the appropriateness of continuing the time out procedure.) In-school suspension or other out of class but in school interventions shall be considered.
- E. The student shall be supervised at all times during the time-out period.
- F. The student shall still be able to access any lesson or instruction being offered to other students in the student's classroom.