Seclusion and Restraint Plan

This document is to serve as guidance for staff, administrators, volunteers, and all other personnel that have consistent contact with students. The intent of these procedures is to provide a safe environment for all students.

The school will assure that:

- Every student participating in the Southeast Dubois County School Corporation will be treated with dignity and respect.
- Appropriate student behavior will be promoted and taught to promote a safe school environment.
- The school's use of prevention and positive behavior intervention will support conflict de-escalation to eliminate or minimize the need for use of any seclusion or physical restraint
- Chemical and Mechanical restraint are prohibited with the exception of an authorization from a health professional, including Occupational and Physical Therapists
- Behavior Intervention used will be consistent with students' IEP if applicable.
- Students are free from unreasonable and unnecessary physical restraint or seclusion.
- Seclusion or/ Physical Restraint will only be used as a last resort safety procedure, employed after another less restrictive procedure has been used without success.
- Seclusion or Restraint will only be used when there is imminent risk of injury to the student, other students, school employees, or visitors to the school.
- Seclusion or Restraint will only be used for short periods of time or until the imminent risk of injury has passed.
- Students will be carefully and continuously visually monitored to ensure the safety of students and staff.
- Every incident will be documented and debriefed as outlined in this plan
- The school's plan will be reviewed annually for purposes of improvement and revision
- This plan will be available in the office for any staff member or parent that requests to review or obtain a copy of the plan.
- The handbook, when revised, will include location of this plan and other policies for parent access.

Monitoring and Documentation:

All seclusion and restraint incidents will be documented in order to memorialize the events that led up to the use of either seclusion or restraint using the form designed to indicate the following:

1. Students Name
2. Dated and time of incident
3. Duration of any seclusion or restraint
4. Description of any relevant events leading up to the incident
5. 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 any interventions used prior to the implementation of seclusion or restraint
7. A log 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 the school personnel who participated in the implementation, monitoring, and supervision of seclusion or restraint.
10. If applicable, a statement that the intervention used was consistent with the student's most current behavioral intervention plan or IEP.
11. Description of the debriefing of the student and / or staff involved with the incident

- The Student Service Coordinator will be assigned to provide oversight and evaluation of all incidents of seclusion or restraint in the assigned school
- The Student Service Coordinator in collaboration with the Principal will keep the documentation in a secure location and prepare the information for the DOE annual performance report.

Incident safety assurance and documentation:

Immediately after the student has restored emotional and behavioral control following the use of restraint or seclusion, or both, a staff member not involved with the incident shall examine the student to ascertain if any injury was sustained during the seclusion or restraint.

Parent / Guardian Notification:

Parents / guardians will be notified as soon as practical when an incident of seclusion or restraint has occurred by school personnel. The school administrator or designee will attempt to call the parent if phone access is available for the parent. The formal letter of notification will be sent within a reasonable amount of time but within 5 school days.

The Administrator may offer a phone conference to the parents, a meeting to discuss the incident if the parent prefers rather than a school conference if a conference has been requested or deemed necessary.

Definitions

It is imperative that the following terms are defined and understood by all staff members. These definitions will be reviewed annually as described in the staff-training component of this plan.

Seclusion: The confinement of a student alone in a room or area from which the student physically is prevented from leaving. The student will be carefully and visually monitored to ensure the safety of students and staff. The term does not include a supervised time-out or scheduled break in which an adult is continuously present in the room with the student.

Restraint:

1. Chemical: administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not standard treatment or dosage or both for a student's medical or psychiatric condition.
2. Mechanical: use of a mechanical device, material or equipment attached or adjacent to the student's body that the student cannot remove and restricts the freedom of movement. This does not include devices or equipment that has been authorized by a health professional including OT/PT. This does not include a bus harness or other safety equipment that is used to restrain a student during transport when the harness is necessary for safety purposes.
3. Physical Restraint: means physical contact between a school employee and a student in which the student unwillingly participates and involves the use of a manual hold to restrict freedom of all or part of the student body. This term does not include briefly holding a student without undue force in order to calm or prevent unsafe behavior.
4. Prevention and conflict de-escalation training: Training that is provided broadly to school staff on how to prevent, diffuse, and de-escalate potential behavioral crisis situations without physical contact between school employee and a student.

Time out: a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time Timeout occurs when the ability of the student to receive normal reinforcement in the school environment is restricted.

Imminent: means likely to happen right away, within a matter of minutes

Definitions as described: 513 IAC 1-1-1

Training

Training will occur in the following areas to the specified staff at the frequency identified. All training will be documented and the documentation will be kept in the principal's office. The documentation will include:

- Name and positions of those trained
- Who provided the training,
- Date of training
- A short description of training.

1. All staff will be trained annually on the Seclusion and Restraint plan in place in the school and where the plan is kept in the school building
2. Administration in conjunction with co-op behavior staff will assure all contracted staff receive the training annually.
3. All staff includes, not limited to: teachers, secretaries, custodians, paraprofessionals, security officers, bus drivers, coaches and all other support staff.
4. Volunteers and Substitutes will be given directives regarding seclusion and restraint; they will not be allowed to seclude nor restrain a student unless directed to do so in an emergency situation.

5. All staff will be provided training on de-escalation measures on an ongoing basis at least annually. In addition, administration will review incidents that de-escalation may have defused the situation for the student and provide support to the staff member as a learning opportunity.
6. If an incident occurs the staff will review the process to determine if staff members require additional training
7. Administrative staff will identify the critical staff that will receive specific training for the use of safe physical restraint.
8. Administration will work collaboratively with the co-op behavior staff to develop cohesive training and supports for designated staff in the following areas to be implemented annually by January 2024:
    a. Positive behavior supports
    b. Safe use of seclusion and restraint to build understanding
    c. Steps to avoid the use of seclusion and restraint
    d. Debriefing practices and procedures

Reviewed July, 2026

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