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7 Use of Restraint, Seclusion, and Aversive Techniques for Students

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9 Conduct of Employees Directed Toward Students

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11 The use by appropriately trained District personnel towards or directed at any student of any form of
12 restraint or seclusion as defined in this policy, is prohibited except in circumstances where proportional
13 restraint or seclusion of a student is necessary when a student's conduct creates a reasonable belief in the
14 perspective of a District employee, that the conduct of the student has placed the student, the employee, or
15 any other individual in imminent danger of serious bodily harm.

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17 The employee or any employee who is a witness to this event shall immediately seek out the assistance of
18 the school's administration or, if such administrator is not available, a certified or classified employee
19 with special training in seclusion and restraint, if available. Upon the arrival of such individual, the
20 administrator or if no administrator is available, the most senior trained individual on seclusion or
21 restraint shall take control over the situation.

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23 Seclusion or restraint of a student shall immediately be terminated when it is decided that the student is no
24 longer an immediate danger to him or herself or to any other third person or if it is determined that the
25 student is exhibiting extreme distress or at such time that appropriate administrative personnel have taken
26 custody of the child or upon such time that the parent/legal guardian of the child has retaken custody of
27 the child.

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29 Regardless of employee training status, no District personnel shall use any form of aversive technique or
30 corporal punishment against any student. All seclusion will be in compliance with a student's IEP or
31 Section 504 Plan.

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33 If a situation occurs where a properly trained District employee must use acts of restraint or seclusion
34 against a school student, the following shall occur:

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36 1. The employee shall immediately report to their building principal, in writing, the following
37 information:
- 38 A. The date the event occurred;
 - 39 B. The circumstances leading to the event;
 - 40 C. The student involved; and
 - 41 D. Other witnesses or participants to the event.
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- 43 2. The building principal shall notify the Superintendent's office of the event, providing the
44 Superintendent's office with a copy of the report of events.
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- 46 3. The building principal shall ascertain if any of the school's video equipment captured the event
47 on a recording. If such event was captured on recording, the principal shall take all best efforts to
48 maintain a copy of the recording and provide such to the Superintendent's Office for the
49 Superintendent's official records of the event.
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4. The Superintendent or designee shall ascertain the special needs status of the student involved in the seclusion or restraint and shall ascertain and maintain documentation as to whether or not such events were consistent with or contraindicated due to the student's psychiatric, medical, or physical condition(s).
5. The Superintendent or designee of the Superintendent shall notify the parent or legal guardian of the subject student of the situation and the event of restraint or seclusion via telephone and provide the parent/legal guardian with the name and telephone contact information of the building principal where the parent may obtain additional information regarding the event.
6. The Superintendent or designee of the Superintendent shall provide the parent/legal guardian of the student with written notice of the event of restraint or seclusion of their student.
7. The building Principal's office shall maintain documentation as to events of restraint and seclusion and the Principal/Superintendent 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 certified administrator, certified teacher, and in-building classified employee of the District, the following shall occur:

1. Training to personnel as to proper situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and restraint, safe physical escort, de-escalation of student crisis situations, and positive behavioral intervention techniques and supports;
2. Training of personnel in crisis/conflict management and emergency situations which may occur in the school setting, including examples and demonstrations of proper activities and techniques and trainers observing employee use of proper activities and techniques in the training setting;
3. Techniques to utilize to limit the possibility of injury to the student, the employee and any other third party in the area;
4. Information as to the school's student seclusion areas in each respective school building to which the employee is assigned; and
5. Provision of the employee with a copy of this policy.

Designated Locations

Each school building for which students are present must have a building designated location for student seclusion. It is the responsibility of the building's principal, or designee of the principal, to assure that the building's designated seclusion location is a safe and clean location and that such location has appropriate supervision when any student has been placed into seclusion pursuant to this policy. All seclusion will be in compliance with a student's IEP or Section 504 Plan. Appropriate supervision shall include an adult in the seclusion location which has continuous visual observation of the secluded student.

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4 Definitions
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6 For the purposes of this policy, the following definitions shall apply:
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8 **Restraint:** The immobilization or reduction of a student’s freedom of movement for the purpose of
9 preventing harm to students or others through chemical, manual method, physical, or mechanical device,
10 material, or equipment.

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12 **Seclusion:** Involuntary confinement in a room or other space during which a student is prevented from
13 leaving or reasonably believes that the he or she can leave or be prevented from leaving through
14 manually, mechanically, or electronically locked doors that, when closed, cannot be opened from the
15 inside; blocking or other physical interference by staff; or coercive measures, such as the threat of
16 restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of
17 keeping the student from leaving the area of seclusion.

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19 **Aversive Technique:** Physical, emotional, or mental distress as a method of redirecting or controlling
20 behavior including by not limited to corporal punishment.
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23 Policy History:

24 First reading on: 1/11/23

25 Second reading/Approved on: 2/8/23