

Seclusion and Restraint Policy

An essential part of a student's care is keeping him/her from harming himself/herself or others and to maintain a healthy environment that is free from disruption. It is our basic belief that such controls must be seen as supportive and protective.

1. Emergency Seclusion

- a. "Seclusion" is identified as the confinement of a student in a room or other space in which the student is prevented from leaving. It does not include general confinement if part of an emergency lock-down or other security measure to protect the safety of students.
- b. "Emergency Seclusion" is a last resort emergency safety intervention that is utilized when a student is in a major disruptive cycle, a high runaway risk, or considered to be a high risk to himself/herself or others, which provides the opportunity for the student to regain self-control while maintaining the safety of the student and others.
- c. There will be continuous observation and documentation during an "Emergency Seclusion" by school staff, and the room or confinement area will comply with all state and local fire and building codes. It will provide adequate space, lighting, ventilation, viewing, and maintain the dignity of the student and others.
- d. Time and Duration
 - i. "Emergency Seclusion" should not be used any longer than necessary to allow the student to regain control of his or her behavior, and should generally last no longer than:
 1. 15 minutes for an elementary school student
 2. 20 minutes for a middle school student
 - ii. If a situation requires seclusion to last longer than 15 minutes for an elementary student or 20 minutes for a middle school student, the following are required:
 1. identify additional support (change of staff, nurse, or specialist)
 2. documentation for the extension beyond the time limit
- e. "Emergency Seclusion" will be documented and reported to the following in writing or orally to:
 - i. Building Administration
 - ii. Student's parent or guardian
- f. "Emergency Seclusion" will also be documented in a written report to the parent or guardian within 3 school days

2. Restraints

- a. "Restraint" is identified as an action that prevents or significantly restricts a student's movement

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- i. "Physical restraint" is identified as a restraint involving direct physical contact
- b. Restraint does not include:
 - i. the brief holding of a student to calm or comfort
 - ii. the minimum contact to escort a student from one area to another
 - iii. the holding of a student for a brief time to prevent impulsive behavior that threatens the student's immediate safety, such as running in front of a car
 - iv. necessary actions to break up a fight
 - v. necessary actions to stop a physical assault
 - vi. necessary actions to take a weapon from a pupil
- c. "Emergency Physical Restraint" is a last resort safety intervention involving physical restraint to help a student regain self-control while maintaining the safety of the student and others.
- d. Time and Duration
 - i. "Emergency Physical Restraint" should not be used any longer than necessary to allow the student to regain control of his or her behavior, and should generally last no longer than 10 minutes. If an emergency physical restraints extends longer than 10 minutes then staff should:
 - 1. identify additional support (change of staff, nurse, or specialist)
 - 2. documentation for the extension beyond the time limit
- e. "Emergency Physical Restraint" will be documented and reported to the following in writing or orally to:
 - i. Building Administration
 - ii. Student's parent or guardian
- f. "Emergency Seclusion" will also be documented in a written report to the parent or guardian within 3 school days.

If a parent or guardian feels that any disciplinary measure that has been used was cruel, unusual, inappropriate, or not in the best interest of his/her child, the director should be notified immediately. It is the wish of our school that the parent will bring all concerns regarding the treatment of his/her student to the school's attention.

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