



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.

Restraint:

1. Chemical Restraint: Administration of a drug or medication to manage a student's behavior or restrict a student freedom of movement that is not standard treatment or dosage or both for a student's medical or psychiatric condition.
2. Mechanical Restraint: Use of 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: 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.

Imminent: Means likely to happen right away within a matter of minutes. Definitions as described 513IAC 1-1-1.

Training:

1. Prevention and conflict de-escalation training is provided broadly to school staff on how to prevent, diffuse, and de-escalate potential behavioral crisis situation without physical contact between school employee and a student.
2. All staff includes but is not limited to: teachers, secretaries, custodians, paraprofessionals, security officers, campus monitors, bus drivers, coaches, and any other support staff.
3. 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 on an ongoing basis.
4. Special Education Administration will assure all contracted staff receive the training annually.
5. Volunteers and substitutes will be given directives that they are not allowed to utilize seclusion or restraint unless directed to do so in an emergency situation.
6. If an incident occurs administration will review the process to determine if staff members require more training.
7. Administration will work collaboratively with staff to develop cohesive training and supports for designated staff in the following areas to be implemented annually: positive behavior supports, safe use of seclusion and restraint to build understanding, steps to avoid the use of seclusion and restraint, debriefing practices and procedures.



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 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 or 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 the students IEP if applicable.
- Students are free from unreasonable and unnecessary physical restraint or seclusion.
- Seclusion and/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 principal's office for any staff member or parent to review.



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 CSUSA forms designed to indicate the following:

1. Name of student
2. Date, time, and duration of incident
3. Description of any relevant events leading up to the incident
4. Description of the incident or behavior that resulted in implementation of seclusion or restraint; inclusive of a description of the danger of injury which resulted.
5. A description of any interventions used prior to the implementation of seclusion or restraint
6. A log of student's behavior during seclusion or restraint, including a description of the restraint
7. A description of any injuries to students, staff, other persons or property
8. A list of school personnel who participated in the implementation, monitoring and/or supervision
9. If applicable a statement that intervention used was consistent with student's IEP or BIP
10. The principal or assigned designee will provide oversight and evaluation of all incidents of seclusion or restraint. All documentation will be kept in a secure location in the principal's office.

Incident Safety Assurance and Documentation:

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

Parent/Guardian Notification:

Parents/Guardians will be notified as soon as practical when an incident of seclusion or restraint has occurred. The principal or assigned 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 school may require a parent meeting to discuss the incident if a conference has been deemed necessary.

Debriefing:

The use of seclusion or restraint may cause stress and possible trauma for those involved in the incident. The protocol for processing in incident:

- Provide an opportunity for students and others to discuss their thoughts, feelings, and physical reaction.
 - The process may include an opportunity for the student and staff involved to process separately.
 - Students should meet with a person they trust and Staff should meet with principal or assigned designee
- Allow both parties to be prepared to return to the educational setting feeling in control and safe
- Review what happened prior to, during, and after the incident
- Identify the behavioral expectations and/or rules
- Investigate possible options for more appropriate behavioral supports
- Develop a plan to address the situation should similar situations occur in the future
- Document the debrief



Seclusion Restraint Reporting Form

Student:	Date:
Time/Duration:	Location:

Involved Parties:

Staff present: _____

Students present: _____

Staff preparing form: _____

Student Behavior Documentation:

Behavior(s) leading to Seclusion/Restraint:

____ Verbal Aggression ____ Physical Aggression ____ Property Destruction

____ Other: _____

Students Behavior During Seclusion/Restraint: _____

Students Behavior After Seclusion/Restraint: _____

Staff Incident Documentation:

Was the staff reasonable given the following (check all that were considered):

____ Students Behavior ____ Students Age ____ Students Mental/Physical Condition

Did the staff exercise reasonable force without malice or personal ill will toward the student?

____ Yes

____ No - Explain: _____

Signatures of all parties involved:



Incident Report for Parent or Guardian

Date: _____

To the Parent/Guardian of _____:

Today a situation arose which resulted in your child being secluded or restrained in our school setting. The situation was deemed to be dangerous for your child, other students, and/or staff members and it was determined that seclusion or restraint was necessary. Below you will find the specifics of the incident for your review. We contacted you by phone on _____, in addition to sending you this information in writing. We would recommend we all come together to discuss this situation and work together for intervention options to avoid the need for seclusion or restraint in the future.

Please contact us to arrange such a meeting that will work for your schedule.

Incident Report:

Category of Incident (Circle One): Seclusion Restraint

Date of Incident: _____

Time of Incident: _____

Location of Incident: _____

Note: We are not permitted by law to share any information of other students that may have also been involved in the situation.

Narrative of Incident:

Sincerely,

Principal
TC Howe Community School
(317) 217-1980