

GUIDELINES: SECLUSION AND RESTRAINT IN SCHOOL

Parent and Guardian Form

IPS Seclusion and Restraint Policy intends to protect the safety of all students by providing training and guidelines for the safe and rare use of seclusion and/or restraint with students who pose imminent danger to themselves or others. This document is intended to both inform and serve as a resource to parents of students in Indianapolis Public Schools.

A copy of these guidelines must be given and explained to parents and guardians once each year at the annual case review and at all initial case conferences. If you would like a more detailed explanation of these guidelines, you should contact the principal of your child's school, a school administrator or the special education officer.

Behavioral interventions for students must ensure the right of all students to be treated with dignity and respect. Prevention, positive behavior intervention and de-escalation skills shall be used regularly to eliminate or minimize the need for the use of seclusion or physical restraint.

Seclusion and/or restraint shall not be implemented except in situations where a student's behavior or action poses imminent risk of injury to self or others. It is not to be used as a strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation or as a convenience. Any use of either seclusion and/or restraint shall be supervised, may only be used for a short period of time and must be discontinued as soon as imminent risk of injury has ended.

These guidelines apply to all students, including students with disabilities and with 504 plans. Any behavioral intervention, including any seclusion or physical restraint, must be consistent with any behavioral intervention plan (BIP) or individualized education program (IEP) and these guidelines.

Nothing in these guidelines prevents school staff from stopping a physical altercation, acting to prevent physical harm to a student or other individual or acting to address an emergency until the emergency is over, regardless of whether or not the school staff is trained under these guidelines. These guidelines also do not apply to law enforcement officers who may need to restrain or seclude a student while performing law enforcement duties.

USE OF RESTRAINT

- A. Restraint shall only be used when a student is displaying behavior that presents imminent risk of injury to the student or others.
- B. Restraint shall only be used as a last resort after other, less restrictive methods of de-escalation have been attempted without success.
- C. Restraint shall only be used by staff members who have received crisis intervention training.
- D. Other staff may use restraint procedures in emergency circumstances when fully trained school staff are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- E. Restraint shall last only a short period of time and as long as is necessary for the student to regain behavioral stability.
- F. Every instance in which restraint is used shall be visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers and other personnel.

USE OF SECLUSION (only for those IPS buildings with specifically designed rooms for this practice.)

- A. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving.
- B. The student shall be continuously and visually monitored for visual or auditory signs of distress during seclusion.
- C. Seclusion shall only be used when a student is displaying behavior that presents imminent risk to the student or others and the threat could be diminished if the student was in a safe environment away from other students and staff.
- D. Seclusion shall only be employed as a last resort after other, less restrictive interventions are ineffective.
- E. Seclusion shall only be used for a short period of time and shall be discontinued as soon as imminent risk of injury to the student or others has dissipated.
- F. Seclusion must be used only when the student can safely be transported to the seclusion environment by trained staff members using appropriate techniques based on crisis intervention training.

REPORTING, DOCUMENTATION AND DEBRIEFING REQUIREMENTS

- A. Parent or guardian shall be verbally notified as soon as possible (no later than the end of the school day or as soon as practical) following each instance in which seclusion and/or restraint is used.
- B. Written notification must be sent to the student's parent or guardian as soon as practical following each instance. The school will offer parents and guardians an opportunity to meet regarding the incident of seclusion and/or restraint.
- C. Immediately after the student has restored emotional and behavioral control following the use of seclusion and/or restraint, a staff member **not involved** with the incident shall examine the student to identify if any injury has been sustained during the seclusion or restraint.
- D. A designated staff member or members will be responsible for documenting, as soon as possible, every instance in which seclusion and/or restraint was used with the student with an incident report. The building administrator or designee will send a copy of the incident report to the student's parent or guardian documenting the use of seclusion and/or restraint.
- E. It is recommended if a student has experienced three instances of seclusion or physical restraint, school personnel should review the effectiveness of the procedure(s) used and modify the student's individual behavior plan (BIP). This requires a case conference to be held.

For complete guidelines see <http://www.myips.org/seclusionandrestraint>.