

Richmond Community Schools Bylaws & Policies

5601 - RESTRAINT AND SECLUSION

It is the policy of the Richmond Community Schools to permit physical restraint and/or seclusion to be used with a student, as a last resort, when the student poses a significant risk of harming himself, other students, staff, and visitors, and/or when the student jeopardizes the maintenance of a safe and orderly school environment for learning. Personnel may employ physical restraint and seclusion techniques with students in compliance with State and local procedures.

Neither physical restraint nor seclusion shall be used as punishment.

Richmond Community Schools prohibits the use of electronic, mechanical and/or chemical restraint by school personnel.

The Superintendent shall establish guidelines which define and determine procedures by which this policy shall be enacted.

Revised 10/13/10

Richmond Community Schools Administrative Guidelines

5630.01 - USE OF PHYSICAL RESTRAINT AND SECLUSION

Physical restraint and/or seclusion will be used as a last resort to maintain a safe and orderly environment for learning and to preserve the safety of students and others.

Physical Restraint

"Physical restraint" means holding a student or otherwise restricting his or her movements. The use of physical restraint shall be guided by the following:

- A. Physical restraint should be employed only when:
 - 1. the student poses a physical risk to himself, herself, or others;
 - 2. there is no medical contraindication to its use; and

3. the staff employing the restraint have been trained in its safe application.
- B. Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student demonstrates a means of or intent to carry out the threat.
- C. Any application of physical restraint shall take into consideration the safety and security of the student. Further, physical restraint shall not rely upon pain as in intentional method of control.
- D. In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the educational and emotional well being of other students in the vicinity, and as applicable, any requirements pursuant to a Behavior Intervention Plan (BIP) or Individual Education Plan (IEP).
- E. If physical restraint is imposed upon a student whose primary mode of communication is sign language, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that such freedom appears likely to result in harm to the student or others.
- F. A student shall be released from physical restraint immediately upon a determination by the supervising adult that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

Seclusion

Seclusion, isolation, or isolated time out means the confinement of a student in a time-out room or some other enclosure, whether within or outside of the classroom, from which student egress is restricted. The use of seclusion shall be subject to the following:

- A. Any enclosure used for seclusion or isolation shall:
 1. have the same ceiling height as the surrounding room or rooms and be large enough to accommodate the student being isolated and any other individual who is required to accompany the student;
 2. be constructed of materials or objects that cannot be used by the student to harm self or others, and be designed so that the student cannot climb the walls;
 3. be designed to allow continuous visual monitoring of and communication with the student;
 4. not use any device that requires the use of a key or special knowledge on any required exit from the room; and
 5. comply with all applicable health and safety requirements.
- B. An Adult must supervise the student while confined and must be able to see the student at all times.
- C. A student shall not be kept in seclusion for more than 30 minutes after he or she ceases presenting specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention. If a student is placed in seclusion or isolated time out pursuant to a BIP or IEP, any time limitations identified in the BIP or IEP will control.

Reporting and Reviewing:

On the day of the incident the following reports are to be completed:

- A. The student's parent is to be notified of the incident.
- B. The Use of Physical Restraint and/or Seclusion Reporting Form is to be completed and submitted to the Office of Student Achievement the same day as the incident.

For students with an IEP:

- A. A copy of the Use of Physical Restraint and/or Seclusion Reporting is to be given to the Teacher of Record (TOR) to be filed with the student's IEP.
- B. Consideration should be given to the possibility of revising the BIP or creating one.

For student without an IEP:

- A. Student needs should be reviewed with the parent and supporting educators.
- B. A Behavior Contract is to be developed within 10 school days.

Requirements for Training

- A. All staff will review the policy and guidelines for the use of physical restraint and seclusion at the beginning of each school year.
- B. All staff will be trained on physical restraint and seclusion reporting.
- C. Physical restraint should be applied only by those staff trained in techniques approved by the administration of Richmond Community Schools. This training will include de-escalation of problematic behaviors and uses of alternatives to restraint.

Approved 10/13/10