

## MSD OF WAYNE TOWNSHIP RESTRAINT AND SECLUSION PLAN

### A. Overview

Every effort should be made to prevent the use of restraints and seclusion. However, MSD of Wayne Township recognizes that, at times, it may become necessary for employees to use approved restraints and/or seclusion when responding to aggravated assault, the intervening staff can reasonably expect to safely limit the student's ability to injure someone seriously, and a staff team of two or more persons is available. An aggravated assault is defined as when a student tries to injure another and the student has the ability to injure, the student shows an intent to injure immediately, the student makes or attempts to make physical contact, and the injury being attempted is serious enough to require immediate outside professional medical attention. Restraint or seclusion should not be used as a means of punishment or convenience and must ensure the right of all students to be treated with dignity and respect.

A supportive school environment that incorporates positive behavioral practices supported by research including culturally responsive, trauma informed, collaborative problem solving and restorative practices can greatly reduce, and in many cases eliminate, the need for restraint or seclusion. School staff should model professionalism when a student is escalated and exhibiting dangerous behavior while attempting to meet the student's needs. All schools will use prevention, positive behavioral interventions and supports, conflict de-escalation and crisis intervention training to eliminate or minimize the need for use of restraint or seclusion. School staff should promote and teach students appropriate behavior and should model appropriate behavior with their own conduct.

This Restraint and Seclusion Plan applies to all students, not only students with disabilities. Any behavioral intervention must be consistent with any applicable behavioral intervention plan (BIP), or individualized education program (IEP), as well as with this Plan.

Restraint and seclusion will only be used as a last resort safety procedure, employed only after another, less restrictive procedure has been implemented without success; and in a situation in which there is an imminent risk of injury to the student, other students, school employees, or visitors to the school.

### B. Restraint

#### 1) Restraints Defined

**“Chemical restraint”** means the administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition

**Psychopharmacologic intervention** refers to the use of medications that act chemically on cells in the central nervous system, changing brain systems that influence such functions as emotions, behavior, and cognition.

**"Mechanical restraint"** means the use of a mechanical device, a material or equipment attached or adjacent to a student's body *that the student cannot remove and that restricts the freedom of movement* of all or part of the student's body or restricts normal access to the student's body.

The term *does not include* a mechanical device, material or equipment that is used as authorized by a licensed physician or other qualified health-care professional (such as a physical or occupational therapist). The term also *does not include* a bus harness or other safety equipment that is used to safely restrain a student during transport.

**Physical restraint (Manual restraint)** means physical contact between a school employee and a student in which the student *unwillingly participates*, and that involves the use of a *manual hold to restrict freedom of movement* of all or part of a student's body or to restrict normal access to the student's body.

The term *does not include*:

1. briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation;
2. physical escort;
3. physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another; or
4. the use of a bus harness or other safety equipment that is used to safely restrain a student during transport.

## 2) Use of Restraints

- The use of chemical restraints and Psychopharmacological Interventions are prohibited.
- The use of Mechanical Restraints are prohibited.
  - Mechanical devices, materials, or equipment authorized by a licensed physician or other qualified health-care professional (such as a physical or occupational therapist) and documented in the student's file are not "mechanical restraints" under this Plan, and *may be used by staff trained in their safe use*.
  - Transportation safety restraints are also not "mechanical restraints" subject to this Plan.
- The use of Physical Restraints as defined by this plan shall only be used when all the following exist:
  - Responding to an aggravated assault,
  - Crisis communication and evasion are not sufficient,
  - The intervening staff can reasonably expect to limit the person's ability to injure someone seriously, and
  - A staff team of two or more trained persons is available.

- Physical Restraint shall never be used in a manner that restricts the child's breathing or circulation and uses weight and leverage, not strength.
- All efforts should be made to keep the restraint as brief as possible or until the imminent risk of injury has passed, returning quickly to the student's primary plan.

### **C. Seclusion**

#### 1) Seclusion defined

**"Seclusion"** means the confinement of a student in a room or area from which the student *physically is prevented from leaving*.

The term does not include a supervised time-out or scheduled break, as described in a student's IEP and during which an adult is continuously present in the room with the student.

#### 2) Use of Seclusion

- Seclusion is employed only to remove the student from an exacerbating stimulus and/or to protect the student from serious bodily injury to himself or herself or others.
- Seclusion shall only be used when all the following exist:
  - Responding to an aggravated assault,
  - The intervening staff can reasonably expect to limit the person's ability to injure someone seriously, and
  - A staff team of two or more trained persons is available.
- Seclusion should only be used as long as necessary and shall be discontinued when the student is no longer an imminent risk of injury.
- Seclusion should only be employed by staff members who have received training in the appropriate use of seclusion.
- A staff member must carefully and continually visually monitor every instance of seclusion to ensure that safety of the student and others.

#### 3) Seclusion Environments

All seclusion environments shall:

- Be of large enough to reasonably accommodate the student and at least two adults;
- Have adequate lighting and ventilation;
- Permit continuous visual monitoring of the student;
- Meet current fire and safety codes;

### **D. Examination and Parental Notification**

- Immediately after the student has calmed down following the use of restraint or seclusion, an appropriate staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the seclusion or restraint.
- The building principal or designee shall verbally report every instance of restraint or seclusion to the parent/guardian of the student as soon as possible (at least on the same school day of the incident) and in writing within twenty-four hours of the incident.
  - The principal or designee should offer the parents/guardians the opportunity to request a meeting regarding the incident.

## **E. Debriefing, Documenting, and Reporting**

Debriefing is the professional review of an assault crisis, and acknowledges that any assault crisis is considered a failure to the plan. Effective debriefing reviews the incident using a consistent format for examination while respectfully incorporating all of the team members' perspectives including the student's perspective.

As soon as practical after an incident of restraint or seclusion, the principal or designee shall:

- Meet with the team involved to debrief an assault crisis in a way that models healthy problem solving, includes the student as appropriate, re-evaluates triggers and alternatives and adjusts the primary plan;
- If the student is not able to debrief with the team, direct a team member to debrief the assault crisis in a manner appropriate to the student's age and developmental ability to gain their perspective in understanding the assault.
- The principal or designee will ensure that an [incident report](#) is completed for each instance of the use of seclusion or restraint. The incident report should include the following:
  - The student's name;
  - A description of any relevant events and interventions used prior to the restraint or seclusion and of the restraint or seclusion used;
  - Date of the incident;
  - The beginning and ending times of the restraint or seclusion;
  - A list of school personnel involved in the incident;
  - The date and time on which the parent/guardian was notified.
- The incident report will be generated through an electronic document, printed for student's record and student's parents, and received by the Office of Special Services for data analysis and reporting.
- The building principal will review reports to monitor the incidences of assault crisis to determine if a revision of the building's systematic approach is needed, additional training for staff should be provided or the student's primary plan adjusted.

## **F. Training**

The District will provide recurrent training to appropriate staff and others who have regular direct contact with students on:

- Proactive strategies and the use of positive behavioral intervention and support and conflict de-escalation to reduce the need to use restraint or seclusion which incorporates evasion, crisis communication, creating a self-control plan and strategies to determine where the student is within the stress and assault cycle or basic needs that need met.
- The safe use of restraint and seclusion *only* when there is an imminent risk of serious injury to the student, school employees, or others;
- Policies and procedures regarding the use of Protective Measures for Self-Defense and the Defense of Others;
- Debriefing practices and procedures.

Documentation of training shall be kept that includes: the name and position of the person who completed training, who provided the training, when the training was completed, and what protocols and techniques were included in the training.

## **G. Annual Review and Reporting**

The Superintendent will designate an administrator as the coordinator of data, planning and oversight of the use of restraint and seclusion procedures in the MSD of Wayne Township.

At least annually, the designated administrator will review the data on the use of restraint and seclusion in the District in order to improve the use of proactive strategies to reduce the need to use restraint or seclusion which incorporates evasion, crisis communication, creating a self-control plan and strategies to determine where the student is within the stress and assault cycle or basic needs that need met. Debriefing practices and procedures will also be reviewed to determine whether the primary plan was being altered.

The Superintendent or designee will report the number of instances in which either seclusion or restraint were used in its annual performance report required by IC 20-20-8-3.

## **H. Emergencies and Law Enforcement**

Nothing in this Plan prevents a school employee from intervening to separate students in a physical altercation, acting to prevent physical harm to a student or another individual, or acting to address an emergency until the emergency is over, whether or not the school employee has received formal training on the use of restraint or seclusion. This would be referred to as Use of Physical Intervention by Employees per School Board policy D550 whereas the School Board authorizes its employees to use protective measures in self-defense, in defense of another, and as necessary to maintain a safe learning environment or enforce student conduct rules.

This Plan does not apply to School Resource Officers (SROs) who may need to use physical intervention or to restrain or seclude a student while performing school resource officer duties. SROs will follow their own procedures and training when performing physical intervention or restraint. However, the District will report incidents of seclusion and/or restraint involving a SRO as required by Indiana law.

MSD of Wayne Township, Marion County, Indiana  
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