

Monona Grove School District

Board Policy 447.3

Use of Seclusion and Physical Restraint

The purpose of this policy is to outline the use of seclusion and/or physical restraint by school personnel in the Monona Grove School District for students exhibiting disruptive behaviors. The use of seclusion and/or physical restraint by school personnel for students exhibiting disruptive behaviors should only be used under appropriate circumstances and according to professional standards. The immediate goal of seclusion and/or physical restraint is to defuse a dangerous situation, protect the student and others from injury, and regain a safe, controlled, productive learning environment. The use of seclusion and/or physical restraint must be part of a continuum of positive behavioral interventions and supports in place for a disruptive student to teach appropriate pro-social skills and behaviors.

General Principles – Physical Restraint

For purposes of this policy physical restraint means the use of physical force to restrict the free movement of all or a portion of a student's body. It does not include:

- Briefly holding a student in order to calm or comfort the student;
 - Holding a student's hand or arm to escort the student safely from one area to another when the student is complying with the request to move;
 - Intervening in a fight;
 - Acting in self-defense;
 - Using force to obtain a weapon or dangerous object from the student;
 - Unintentional touching;
 - Consensual or solicited touching to teach a skill;
 - Using protective or stabilizing devices, including adaptive equipment prescribed by a health care professional; using weighted glove or wide arm cuff to hold one of the student's arms, allowing him/her to refrain from stereotypy and work with the free hand/arm.
1. A continuum of positive behavioral interventions and supports should be in place to teach appropriate pro-social behaviors to students demonstrating physically inappropriate behavior. The use of physical restraint as a primary intervention is not appropriate for verbally inappropriate behavior.
 2. Verbal interventions should be used for verbally inappropriate behavior or disruptive students, unless there is an immediate physical danger to the student or others.
 3. The use of physical restraint should only be used when all other interventions appropriate to the circumstances have been attempted and when the student is an immediate danger to self or others. Physical restraint should never be used as a punishment for a non-compliant student or to gain compliance from a non-compliant student. When possible under the circumstances, other students should be removed from the immediate area prior to the use of physical restraint.
 4. When physical restraint is deemed necessary, a team of trained professional and paraprofessional staff (Crisis Response team) should use physical restraint unless the circumstances do not permit utilization of the Crisis Response Team. If Crisis Response Team members were not available, a Crisis Response team member should be notified as soon as practicable. Physical restraint must only be used for the amount of time necessary to allow the student to regain control of his/her behavior and with no more force than is necessary under the circumstances.
 5. Parents should be fully informed that physical restraint may be used with their child, under appropriate circumstances when the child is an immediate danger to self or others, before physical restraint is used. If an unanticipated situation arises and the use of physical restraint is required and was not previously discussed with the parent, the parent should be notified as soon as practicable after the incident. The

Teacher Helping Teacher (THT) and/or Individual Education Program (IEP) team should meet to discuss the incident and whether to conduct a Functional behavioral Assessment (FBA) and develop or modify a Behavior Improvement Plan (BIP) as soon as practicable after the incident.

6. The need for physical restraint must be documented through the building consultation team process (THT, Monona Assistance Team [MAT]) for students without disabilities and through the IEP process for students with disabilities. All students demonstrating the need for physical restraint to maintain safety must have a Functional Behavioral Assessment (FBA) and a Behavior Improvement Plan (BIP) on file either through the THT/MAT team process (regular education students) or through the IEP process for students with disabilities.
7. When physical restraint is used, the District Seclusion/Restraint Form must be completed and provided to the building principal and the Director of Special Education & Student Services.

General Principles – Seclusion

1. A continuum of positive behavioral interventions and supports should be in place to teach appropriate pro-social behaviors to students demonstrating inappropriate behavior. Every attempt should be made to avoid the use of seclusion, but safety concerns are paramount.
2. Removing a student from the classroom to a seclusion room or area is a significant intervention. It is important to have other options for addressing inappropriate behavior, and when all other interventions appropriate to the circumstances have been attempted, seclusion may be used. It is important to use the least restrictive intervention appropriate under the circumstances. Least restrictive interventions fall on a continuum from isolation (least restrictive – e.g., head down or returning to seat) to segregation (more restrictive – e.g., moved to a corner or a study carrel) to seclusion (most restrictive – e.g., alone in a separate room under supervision).
3. For the purposes of this policy seclusion means the confinement of a student alone in an enclosed space from which the student is prevented from leaving or is not capable of leaving due to physical or intellectual incapacity. It does not include interventions such as:
 - a. In-school suspension
 - b. Removal to a “buddy-room”
 - c. Removal to the office or a classroom for intervention (processing of the incident)
 - d. Detention
 - e. Student requested break
 - f. The student is instructed to return to his/her desk and/or sit on the sidelines.
4. If it is anticipated that the use of seclusion of a student with a disability may be required, the use of seclusion as an intervention must be included in the child’s Individual Education Program (IEP) and in a Behavior Intervention Plan (BIP). If an unanticipated situation arises and the use of seclusion is required and not previously discussed with the parent of a child with a disability, the parent should be notified as soon as practicable after the incident. The IEP team should meet to discuss the incident and whether to conduct a Functional Behavioral Assessment (FBA) and develop or modify a Behavior Improvement Plan (BIP) as soon as practicable after the incident.
5. For students without disabilities, the need for seclusion must be documented through the building consultation team process (THT, MAT). All students demonstrating the need for seclusion must have a Functional Behavioral Assessment (FBA) and a Behavior Improvement Plan (BIP) on file through the THT process.
6. A criterion for ending the seclusion period must be incorporated into the THT, MAT, or IEP plan and used each time seclusion is deemed necessary. Options available include, but are not limited to the following:
 - a. Fixed time: generally 15 minutes or one (1) minute per year of age of the child (whichever is less) is a useful standard.

- b. A minimal duration plus additional time until the appropriate behavior occurs (it is important that the student knows what the appropriate behavior is).
 - c. A minimal duration plus another fixed interval (usually to ensure that the student has regained behavioral self-control).
 - d. Demonstration of appropriate/acceptable behavior being clear to the student what the expected behavior is.
 - e. Note: For periods of seclusion lasting more than 15 minutes, students must have adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals.
7. For a student in seclusion constant adult supervision (visual contact) must be maintained while the student is in the seclusion area.
8. When seclusion is used, the District Seclusion/Restraint Report Form must be completed and provided to the principal and the Director of Special Education & Student Services.
9. Seclusion Room Criteria
- a. Must be safe and in compliance with all building and fire codes. The use of a room generally as a seclusion room requires approval from the building principal and the Director of Special Education & Student Services.
 - b. Must be free of objects or fixtures with which the student could inflict bodily harm such as:
 - i. Light fixtures within reach of the student
 - ii. Furniture
 - iii. Woodwork or molding that could be pulled free
 - iv. Active electrical outlets
 - v. Pipes
 - vi. Glass or windows
 - vii. Other
 - c. Must allow for constant visual supervision of the student during the period of seclusion.
 - d. The door serving the seclusion room is an exit access door providing an exit for the room. The door must be able to be opened from inside the room at all times and without the use of a key.
 - e. Must provide for lighting appropriate to the circumstances.

LEGAL REFERENCE: Guidelines for the Use of Seclusion and Restraint in Special Education Programs
Wisconsin Department of Public Instruction (September 2005)
Chapter 115 Wis. Stats
Individuals with Disabilities Education Act (IDEA).

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