

USE OF TIME-OUTS, SECLUSION, AND RESTRAINTS

East Noble School Corporation (ENSC) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all ENSC employees. Students will be treated with dignity and respect at all times in the school community.

ENSC recognizes that there are times when it becomes necessary for employees to use reasonable restraint and/or time out to protect a student from causing harm to themselves or to others. Appropriate student behaviors will be taught and promoted, reducing the need for restraint and/or time outs. Positive behavior supports will be used throughout the school system. The school will use prevention and support to minimize the need for the use of restraint and seclusion.

Time-outs, seclusions, and restraints will be used as a last resort safety procedure, employed only after less restrictive procedures have been implemented without success. They will also only be used in situations in which there is an imminent risk of injury to the student, other students, school employees, or visitors to the school.

Time out, seclusion, and physical restraint as defined in this policy shall be used only as means of maintaining a safe and orderly environment for learning and only to the extent necessary to preserve the safety of students and others. Use of time out, seclusion, or physical restraint may also be a component of a behavioral intervention plan (BIP) and/or an Individualized Education Program (IEP). If such is the case, the terms of the BIP or the IEP will control the use of these measures. Any behavior intervention used will be consistent with the student's most current behavioral intervention plan, or individualized education program, if applicable.

Neither time out, seclusion, nor physical restraint shall be used as a form of punishment or as a disciplinary measure.

Except in the case of an emergency, only ENSC employees who are current in the corporation-designated training program (such as CPI) may implement physical restraints, seclusions, or isolated time outs with a student. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two years, as indicated by written evidence of participation.

Time Out and Seclusion

“Time out” means a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted.

“Seclusion” means the confinement of a student alone in a room or area from which the student physically is prevented from leaving. This does not include a supervised timeout in which an adult is continuously present in the room with the student.

Any enclosure used for seclusion shall be subject to the following requirements:

1. Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
2. Be constructed of materials or objects that cannot be used by students to harm themselves or others, and be designed so that students cannot climb up the walls;
3. Be designed to allow continuous visual monitoring of and communication with the student; and
4. Comply with all applicable health and safety requirements.

Any device that requires the use of a key or special code on any exit from the time out room or enclosure is prohibited.

An adult must supervise the student while confined and must be able to see the student at all times.

A student shall be kept in seclusion only for a short time period until the risk of injury has passed.

If a student is placed in seclusion pursuant to a BIP or IEP, any time limitations identified in the BIP or IEP will control.

Physical Restraint

“Physical restraint” means physical contact between a school employee and a student (1) in which a student unwillingly participates and (2) 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.

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 employee using the restraint has been trained in its safe application.

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 also demonstrates a means of or intent to carry out the threat.

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 an intentional method of control.

In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising employee shall consider the potential for injury to the student, the educational and emotional well-being of other students in the vicinity, and if applicable, any requirements pursuant to a BIP or an IEP.

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 employee determines that such freedom appears likely to result in harm to the student or to others.

A student shall be kept in a physical restraint only for a short time period until the risk of injury has passed.

Reporting and Reviewing of Incidents

Any ENSC employee using restraint and/or isolated time out shall report such to the building principal, their supervisor, or other designated administrator. A written report of each incident shall be completed by the employee who used such techniques or by the designated administrator.

The parent or guardian must be notified of the use of the physical restraint and/or isolated time out with their student as soon as possible. A copy of the incident report must be sent to the student's parent.

An annual review of the use of physical restraint and seclusions, including a review of all individual corporation cases involving the use of physical restraint and seclusion, shall be completed and documented to ensure compliance with the school's policy and procedures. The building administrator will document the instances, including how the instances were debriefed. The administrator will also be the keeper of the documents and report to the district superintendent.

Training Requirements

Physical restraint should be applied only by individuals who have received systematic training through the corporation-designated program and who have obtained written evidence of successful participation in such training.

Training with respect to physical restraint should include but need not be limited to the following:

1. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, and the use of alternatives to restraint;
2. A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in

individual situations in order to determine whether the use of restraint is warranted, including compliance with any BIP or IEP requirements;

3. The simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
4. Instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
5. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
6. Demonstration by participants of proficiency in administering physical restraint.
7. Recurrent training on the appropriate use of effective alternatives to physical restraint and seclusion, including the use of positive behavioral intervention and support and conflict de-escalation.

Nothing in this policy should be construed to limit the rights and abilities of ENSC employees to keep order and administer necessary discipline in their classrooms and on school grounds as set out in state law and school board policy.

SOURCE: Superintendents' Council, October 13, 2016 - Revised