

GUIDELINES FOR SECLUSION/RESTRAINT

Seclusion is defined in the law as the involuntary confinement of a pupil, apart from other pupils, in a room or area from which the pupil is physically prevented from leaving due to out of control/unsafe behavior. Individuals covered by the law include employees of a public or charter school and student teachers. The law specifically includes individuals contracted with the school to provide services, such as CESA employees and student teachers.

Use of Seclusion

Seclusion can only be used for a student at school if all of the following conditions apply:

1. The student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others.
2. The school district or contracted employee maintains constant supervision of the student, by remaining in the room or area with the student.
3. The room or area in which the student is secluded is free of objects or fixtures that may injure the student.
4. The student has adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals.
5. The duration of the seclusion is only as long as necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others.
6. No door connecting the room or area in which the student is secluded to is capable of being locked.

Seclusion does not include doing any of the following:

- Direction of a student who is disruptive to temporarily to separate him/herself from the general activity in the classroom to allow the student to regain appropriate behavior and the school employee to maintain or regain order (e.g. time out) or
- Directing a student to temporarily remain in the classroom to complete tasks while students participate in activities outside the classroom. Seclusion differs from time-out and does not include: in school suspension, detention, student requested breaks, or having a student sit at his/her desk or in a different area in close proximity to peers and the activity.

The building administrator working in collaboration with the special education department will determine the location of any rooms used for seclusion. Rooms must be in accordance with applicable building and safety codes. The room must be conducive to constant adult supervision and must be able to be opened from the inside without the use of a key.

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Restraint

Physical Restraint is defined as a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head. Physical restraint can only be used on a student at school if all of the following conditions apply:

1. The student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others and it is the least restrictive intervention feasible.
2. There are no medical contraindications to its use.
3. The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others.
4. None of the following maneuvers or techniques are used: (a) those that do not give adequate attention and care to protecting the student's head, (b) those that cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back, or abdomen, or (c) those that place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing.
5. It does not constitute corporal punishment. "Corporal punishment" is defined as the intentional infliction of physical pain used as a means of discipline. It includes, but is not limited to, slapping or prolonged maintenance of physically painful positions, when used as a means of discipline.
6. The school district employee or other individual described above does not use a mechanical or chemical restraint on the student. The use of supportive equipment to properly align a student's body, assist a student to maintain balance, or assist a student's mobility, under the direction and oversight of appropriate medical or therapeutic staff does not constitute the use of a mechanical restraint.
7. The school district employee or the individual restraining the student (a) has received required training on the use of physical restraint; or (b) has not received the required training but is responding to an emergency in a situation where a school district employee or other individual who has received training on the use of physical restraining is not immediately available due to the unforeseen nature of the emergency.

Training

The West Allis West Milwaukee School District provides **Pro-ACT** training for all designated staff who are likely to be required to use seclusion/restraint techniques. Pro-Act focuses on a proactive and preventative approach to responding to students that demonstrate signs of aggressive behavior. Training for the proper use of seclusion/restraint will emphasize:

- Proactive and early intervention strategies and skills in order to limit the use of seclusion and/or physical intervention
- Provide for the care, welfare, safety, and security of all individuals involved in a crisis situation

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- Identification and description of dangerous behavior that may indicate the need for seclusion/restraint
- Monitoring signs of distress and when to obtain medical assistance
- Instruction in the proper documentation of seclusion/restraint incidents
- Demonstration of proficiency in the proper use of seclusion and restraint procedures

All designated staff will receive a 16-20 hour initial **Pro-ACT** training, followed by a refresher training annually. The district will maintain a record of these trainings. Designated staff include: building administrators, crisis team members, special education staff, pupil services staff, and others as designated by the Director of Student Services and Human Resources.

A **Pro-ACT** trained teacher or an administrator is authorized to determine when/if seclusion and/or restraint is warranted. Whenever possible, staff must be trained and able to demonstrate competency before performing restraint or seclusion.

Special Provision Related to Students with Disabilities

The law requires that for students with identified disabilities under the IDEA, the first time that seclusion or physical restraint is required for a child with a disability, the student's individual education program (IEP) team must convene as soon as possible after the incident. The IEP team must review the student's individualized education plan to ensure that it contains appropriate positive preventative behavioral interventions and supports to address behaviors that are of concern, and to revise the IEP if necessary to be in accordance of proper seclusion/restraint procedures. The IEP team will review with the student and his/her parent(s) the conditions in which the seclusion and restraint may be used in the future, as well as the procedures that may be employed in order to maintain student/staff safety.

Documentation and Reporting

The West Allis West Milwaukee School District requires that a Summary Log of Seclusion/Restraint be completed by trained staff each and every time a student is in need of seclusion/restraint.

Whenever seclusion or physical restraint is used for a pupil at school, the school principal or his or her designee shall do all of the following:

- As soon as possible, but no later than one business day after the incident, notify the pupil's parent of the incident and of the availability of a written Summary Report of the Use of Seclusion/Restraint report.
- Within two business days after the incident and after consulting with staff present during the incident, prepare a written Summary Report of the Use of Seclusion/ Restraint report containing all of the following information:
 1. The student's name
 2. The date, time, and duration of the use of seclusion or physical restraint

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3. A description of the incident, including a description of the actions of the pupil before, during, and after the incident
 4. The names and titles of the staff present during the incident.
- Each report prepared shall be retained by the school and made available for review by the pupil's parent within 3 business days of the incident
 - Annually by September 1, the principal of each school or his or her designee shall submit to the Director of Student Services an Annual School Summary Report for the Use of Seclusion/Restraint containing all of the following:
 1. The number of incidents of seclusion and physical restraint in the school during the previous school year.
 2. The total number of pupils who were involved in the incidents and the number of children with disabilities who were involved in the incidents.
 3. A review of the extent to which proper procedures were employed during the school year as per Board Policy 447.11 and 447.11 Rule.

Documentation and Reporting

Debriefing

After the use of emergency seclusion or restraint, staff will debrief and further consult with parents and students (as appropriate) as soon as possible, but no later than two school days after the situation regarding the determination of future actions. Debriefing should include all of the participants involved and an administrator. The debriefing should focus on antecedent conditions that preceded the behavior of concern, interventions that were used and why they were unsuccessful in deescalating the behavior, and how this situation could have been handled in such a way as to prevent the need for seclusion and/or restraint.

CROSS REF.: 447.11-Appropriate Use of Seclusion/Restraint

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