

## RESTRAINT AND SECLUSION OF STUDENTS

The purpose of this document, *Regulation on the Use of Restraint and Seclusion*, is to provide direction to all school administrators and employees regarding the appropriate use of restraint and seclusion to manage student behavior in emergency situations.

This regulation reflects the recommendations of a Loudoun County Public Schools (LCPS) task force regarding the use of restraint and seclusion in schools. Committed to supportive learning environments for all students, the LCPS School Board created a special education ad hoc committee in Spring 2018 to review appropriate policies, procedures and practices associated with or in support of special education. The recommendations of the special education ad hoc committee and Spring 2018 Virginia Department of Education review team are also reflected within this regulation.

This regulation is intended to address core issues related to the use of restraint and seclusion in an effort to maintain a safe, supportive, and positive learning environment for all students and staff.

### **Statement of Philosophy.**

All children have the inherent right to be treated with dignity and respect, and school personnel bear the responsibility of ensuring that our educational programs, policies and procedures safeguard this right and maintain a safe and supportive learning environment that promotes a climate for success. This right extends to all children, including those who require more specialized behavioral and educational supports. Mutual respect and dignity are fostered when procedures used to manage student behavior emphasize prevention, positive supports, and effective and ethical approaches.

All behavioral interventions and supports must be universally humane and promote these rights in the most inclusive learning environment possible. Students must be free from the unnecessary use of physical restraint and seclusion. Physical restraint and seclusion are emergency safety procedures used as a last resort when evidence-based and other appropriate alternatives have failed and the student is an imminent danger to him/herself and/or others. Moreover, LCPS recognizes restrictive emergency procedures are used as a last resort and that every effort shall be taken to eliminate the use of restraint and seclusion. The use of abusive or aversive interventions, including corporal punishment, are strictly prohibited.

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A. **Positive Behavioral Interventions & Supports: A School-wide Approach to Prevention.**

Loudoun County Public Schools (LCPS) advocates a Positive Behavioral Interventions and Supports (PBIS) approach to addressing the needs of all students and strives to apply PBIS principles and strategies to behavior interventions implemented in LCPS. PBIS is one component of the Multi-Tiered Systems of Support (MTSS).

PBIS is now being implemented in all LCPS schools and over 24,000 schools throughout the country as a systems approach to establishing the social culture needed for schools to achieve social and academic gains, while minimizing problem behavior for all students. It provides a framework for decision making that guides the implementation of evidence-based academic and behavioral practices throughout the entire school, frequently resulting in significant reductions in office disciplinary referrals and suspensions. Although the successful implementation of PBIS typically results in improved social and academic outcomes, it will not eliminate all behavior incidents in a school for all students. However, PBIS is a proactive, preventative approach that can increase the capacity of the school staff to support students with the most complex behavioral needs, thus reducing the instances that require intensive interventions (Duncan, 2009). More importantly, PBIS principles and research-based strategies can be applied to the intensive levels of intervention implemented for students with the most challenging behavioral issues in our schools to the maximum extent possible.

The intent of this document is to provide a regulation to staff to promote a safe and supportive learning environment and to provide staff with emergency safety procedures for the appropriate use and consistent application of restraint and seclusion under specific circumstances.

LCPS parents and guardians shall be notified of the *Regulation on the Use of Restraint and Seclusion* on an annual basis. The regulation shall be posted on the LCPS division website and made available to employees, students and the public. Individuals who do not have online access may request a print copy.

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B. **Definitions.** For the purposes of this document, the following terms and definitions are provided.

1. **Aversive Stimuli.** Interventions that are intended to induce pain or discomfort to a student for the purposes of punishing the student, or eliminating or reducing maladaptive behaviors, such as:

- a. Noxious odors and tastes;
- b. Water and other mists or sprays;
- c. Blasts of air;
- d. Corporal punishment as defined in *Va. Code* § 22.1-279.1;
- e. Verbal and mental abuse;
- f. Forced exercise when and written notice has been given:
  - (i) The student's behavior is related to his disability;
  - (ii) The exercise would have a harmful effect on the student's health; or
  - (iii) The student's disability prevents participation in such activities; and
- g. Deprivation of necessities, including:
  - (i) Food and liquid at a time it is customarily served;
  - (ii) Medication; or
  - (iii) Use of restroom.

The use of aversive stimuli is prohibited without exception.

2. **Behavioral Intervention Plan (BIP).** A plan that utilizes positive behavioral interventions and supports to address the functions of behaviors that interfere with a student's learning or that of others, or behaviors that require disciplinary action.

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3. **Behavior Intervention Team (BIT)**. A school-based team comprised of administrative and instructional personnel who have been trained in preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. The team's primary function is crisis management and to respond to building level behavioral crises that involve the potential for physical restraint and/or seclusion or jeopardize the safety of the student or others.

4. **Corporal Punishment**. The infliction of, or causing the infliction of, physical pain on a student as a means of discipline. (See School Board Policy §8-30 and Va. Code §22.1-279.1)

5. **Emergency**. A situation or crisis that requires a person(s) to take immediate action to avoid serious physical harm, injury, or death to a student or to others.

6. **Functional Behavioral Assessment (FBA)**. A process to determine the underlying causes or functions of a student's behavior and what factors maintain that behavior that impede the learning of the student or the learning of the student's peers. A functional behavioral assessment may include a review of existing data or new testing data or evaluation.

7. **Mechanical Restraint**. The use of any material, device, or equipment to restrict a student's freedom of movement. This term does not include the devices implemented by trained school personnel or used by a student that have been prescribed by an appropriate medical or related service professional and are used with parental consent and are for the specific and approved purposes for which such devices were designed, such as:

- a. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- b. Vehicle restraints, including seat belts and harnesses, when used as intended during the transport of a student in a moving vehicle;
- c. Restraints for medical immobilization;

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- d. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm; or
- e. High chairs and feeding stations used for age and/or developmentally appropriate students used specifically during feeding.

8. **Pharmacological restraint.** A drug or medication used on a student to control behavior or restrict freedom of movement that is not: (i) prescribed by a licensed physician or other qualified health professional under the scope of the professional's authority for the standard treatment of a student's medical or psychiatric condition and (ii) administered as prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority. Pharmacological restraint is prohibited without exception.

9. **Physical Restraint.** A personal restriction that immobilizes or reduces the ability of a student to move freely. Physical restraint does not include:

- a. Briefly holding a student in order to calm or comfort the student;
- b. Holding a student's hand, wrist, arm, shoulder, or back to temporarily escort a student safely from one area to another; or
- c. Using incidental, minor, or reasonable physical contact or other actions designed to maintain order and control, such as intervening in a fight or the brief use of reasonable and necessary force to protect oneself or others from physical injury or harm in an emergency.

10. **Positive Behavioral Interventions and Supports.** An operational framework that uses a broad set of research-validated strategies designed to create school environments that promote and support appropriate behavior of all students.

11. **Restraint.** Any method or device restricting another person's freedom of movement, physical activity, or normal access to his/her body, including but not limited to physical, mechanical, or pharmacological methods.

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12. **Seclusion.** The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving until the student no longer presents imminent danger to self or others. This includes any time a student is involuntarily alone in a room and prevented from leaving regardless of the intended purpose or the name of the area where the student is secluded. Provided that no such room or space is locked, seclusion does not include the following activities:

- a. Supervised in-school suspension or detention;
- b. Out of school suspension;
- c. Time-out, as defined in this regulation;
- d. Student-requested breaks in a different location in the room or in a separate room;
- e. Removal of a student for a short period of time from the room or a separate area of the room to provide the student with an opportunity to regain self-control, so long as the student is not physically prevented from leaving;
- f. Removal of a student for disruptive behavior from a classroom by a teacher, as provided in Va. Code §22.1-276.2;
- g. Confinement of a student alone in a room or area from which the student is physically prevented from leaving during the investigation and questioning of the student by school employees regarding the student's knowledge of or participation in events constituting a violation of the code of student conduct, such as a physical altercation, or an incident involving drugs or weapons; or
- h. Placement decisions made by IEP teams, such as one-on-one instruction.

13. **Time-out.** A behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.

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C. **Training and Staff Development.** All LCPS employees have the responsibility for understanding and complying with policies and regulations related to the appropriate management of student behavior including the regulation herein related to the appropriate use of restraint and seclusion.

1. Each school must have a school-based team which includes members who are trained in the use of physical restraint and seclusion. The team shall be comprised of administrative and instructional personnel including staff, who by reason of their training and job responsibilities, work with students who exhibit serious problem behavior or have the potential to engage in dangerous conduct. The team membership shall include the following school personnel:

- a. Principal or designee,
- b. Special education teacher,
- c. General education teacher, and
- d. Other staff designated by the principal.

2. The training of school personnel must include the following elements:

- a. Behavior management system that addresses physical restraint and seclusion;
- b. Regular updates for recertification;
- c. Content appropriate to the age and developmental level of the student;
- d. Education in the use of positive, instructional and preventative methods for addressing student behavior;
- e. Instruction in de-escalation strategies, conflict management and crisis response;
- f. Education about the potential harm of using restraint and seclusion;
- g. Methods for monitoring a student's well-being when using these emergency safety procedures with an emphasis on prevention and de-escalation strategies; and
- h. Parent/guardian notification.

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D. **Prevention and Intervention.** All students have the fundamental right to be treated with dignity and respect and free of techniques that pose physical or psychological danger. To achieve this goal, schools must promote developmentally appropriate standards of conduct and employ effective educational and behavioral interventions in a safe and inclusive environment. The approaches and techniques used to promote appropriate student conduct shall emphasize prevention and positive behavioral interventions in order to develop and maintain prosocial behaviors before relying on more restrictive approaches.

Physical restraint and seclusion are safety procedures in response to situations where the student's behavior poses imminent danger or serious physical harm to self and/or others and should not be confused with behavioral interventions, techniques, or treatments that are used to teach adaptive behaviors and reduce problem behaviors (e.g., time-out).

In an effort to prevent the need to use physical restraint and seclusion altogether and to increase the safety and effectiveness of planned physical restraint and seclusion in emergency situations, a continuum of behavioral supports must be in place for all students, especially for students who present with serious challenging behaviors. To that end, physical restraint and seclusion are emergency safety procedures to be used as a last resort and only as long as necessary to permit the reintroduction of other behavioral interventions to address the underlying function of the behavior once the emergency is over.

Without prevention and other behavioral supports, the number of emergency situations requiring physical restraint and seclusion would be higher than necessary. The most effective approaches in preventing and addressing dangerous student behaviors involve the use of proactive and instructive methods, focusing on the function of the behavior, conducted by trained staff. For schools to implement an appropriate continuum of behavioral supports for students, the following approaches provide a strong foundation:

1. Positive Behavioral Interventions and Supports (PBIS) is a research-based systems approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problem behavior for all students. PBIS emphasizes the following principles:



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2. Positive Behavioral Interventions and Supports (PBIS) is a research-based systems approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problem behavior for all students. PBIS emphasizes the following principles:

- a. Establish a preventative foundation of positive intervention that is empirically validated to be effective, efficient and sustainable;
- b. Teach and acknowledge appropriate behavior before relying on negative consequences;
- c. Use regular “universal screening” to identify students who need more intense support and provide that support as early as possible with the intensity needed to meet the students’ needs;
- d. Establish a continuum of behavioral and academic interventions for students identified as needing more intense support; and
- e. Use data from progress monitoring to assess the fidelity with which support is provided and the impact of support on student academic and social outcomes and the continuous improvement of behavioral supports.
- f. Teach and acknowledge appropriate behavior before relying on negative consequences;
- g. Use regular “universal screening” to identify students who need more intense support and provide that support as early as possible with the intensity needed to meet the students’ needs;
- h. Establish a continuum of behavioral and academic interventions for students identified as needing more intense support; and
- i. Use data from progress monitoring to assess the fidelity with which support is provided and the impact of support on student academic and social outcomes and the continuous improvement of behavioral supports.

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3. The Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) is a team problem-solving process designed to:

- a. Identify the events that reliably predict the factors that maintain problem/targeted behavior through the examination of data;
- b. Increase prediction of when and where targeted behavior will occur;
- c. Identify patterns of behavior rather than describe individual occurrences;
- d. Examine the motivation or function of the behavior;
- e. Develop and implement the BIP when determined as necessary by the appropriate team;
- f. Teach replacement behaviors that serve the same function;
- g. Modify classroom setting events;
- h. Modify antecedent events and/or consequent events;
- i. Modify curriculum and instruction;
- j. Introduce reinforcement-based interventions;
- k. Provide frequent opportunities for reinforcement; and
- l. Review plan regularly, monitor for effectiveness, and determine if modifications are needed.

4. Identified LCPS staff are trained in the use of non-physical intervention to help students de-escalate from a behavioral crisis. Training includes instruction in the use of verbal and non-verbal communication skills, conflict resolution skills, and Positive Behavioral Interventions & Supports in order to help students safely meet their behavior goals. The approach of our professional learning is to:

- a. Keep interactions between people from escalating (prevent)
- b. Keep interactions from becoming incidents (redirect)
- c. Keep incidents from becoming crises (de-escalate)

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In order to achieve these goals, the professional learning includes relational skills for building healthy relationships, communication skills, and conflict resolution competencies, as well as technical skills in body positioning, escape and evasion techniques, and physical interaction and restraint.

E. **Procedures for the Appropriate Use of Physical Restraint.** The procedures for the appropriate use of physical restraint shall be followed by all staff working with students in the school setting. The following procedures apply to all students when the physical safety of the student and/or others is in imminent danger.

1. Physical restraint shall **only be used in an emergency** (i.e., a sudden, urgent, usually unexpected situation) that requires a person(s) to take immediate action to avoid serious physical harm, injury, or death to a student or to others when there is imminent danger to the student and/or to others. Less restrictive interventions should be employed first unless in an emergency when, in reasonable judgment of the particular school personnel implementing physical restraint in an emergency situation, less restrictive intervention would be judged to be ineffective or historically have not been successful with individual students.

Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the physical restraint of a student.

Physical restraint is not a teaching procedure or behavioral intervention and shall **NOT** be administered as punishment or discipline, a means of coercion or retaliation, a convenience, to prevent property damage or to address behaviors for non-emergency reasons, such as noncompliance, disrespect, insubordination, disobedience, misuse of property, disruption, or threats.

Physical restraint shall not be used in a manner that restricts a student's breathing or harms the student. If physical restraint is used it shall not include restraining the individual in a chair or against a wall. Furthermore, prone restraints (where the student is placed face down on his/her stomach) or supine restraints (where the student is face up on his/her back), or any other physical maneuver that prevents a student from breathing or speaking is strictly prohibited.

2. Physical restraint should only be conducted by trained school-based personnel with at least one additional staff member present and in line of sight.

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3. Staff trained in the use of **cardiopulmonary resuscitation (CPR) and First Aid** should be available in the event of an emergency related to the use of physical restraint. A portable automatic electronic defibrillator (AED) should be available in the school.

4. Whenever possible, first **move other students from the immediate area** rather than trying to either remove a student engaging in dangerous behavior to another location or restrain a student while other students are in the immediate area. In circumstances involving an extreme hazard or emergency where the person is at risk of serious physical harm or injury (i.e., fire, bomb threat), it may be necessary to move or transport the student to another area. If possible, gather a trained team member to assist with transporting or moving the student to another area. Consider the distance the student must be moved and safety for the student and others. If operating as a team to move the student, do not begin to move the student until the trained team member is ready to do so and have communicated their plan to one another and to others in the area.

5. Physical restraint must only be used for the period of time necessary to accomplish its purpose of ensuring safety, using **only the force that is necessary and no longer than 3 minutes per restraint** at which time the student must be released before the hold can be reapplied. The specific technique used should be appropriate to the student's age and be safe for the student.

6. Following the use of physical restraint, the student must be **seen by a health clinic staff member**. An injury incident report form is to be completed and submitted to Risk Management if staff and/or students are injured.

7. By the end of the **same school day**, the incident and any related first aid must be reported to the principal/designee; level director; and for Special Education students, the Director of Special Education.

8. **The case manager or school administrator shall make reasonable effort to ensure that direct contact is made with the parent/guardian, either in person or through telephone conversation, or other means of communication authorized by the parent/guardian, such as email, to notify the parent/guardian of the incident and any related first aid on the day the incident occurred.** When any student has been physically restrained outside the regular school day, notification shall be made as soon as practicable in compliance with the school division's school crisis/emergency management and medical emergency response plan.

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9. The **Restraint Incident Report** form must be completed by the school employee involved in the incident or other school personnel, as may be designated by the principal, and submitted in the Student Information System **within two school days following the physical restraint**. A copy of the generated incident report is to be placed in the student's educational record and provided as written notification to the student's parent/guardian within five (5) school days of the incident.

10. A **staff debriefing must occur within two school days** following the incident necessitating emergency physical restraint. The debriefing shall include a school administrator and all personnel involved in the use of the physical restraint. The purpose of the debriefing is to discuss whether the use of physical restraint was implemented in compliance with Policy 5345 and corresponding regulation, review the events leading to the use of physical restraint, and to identify additional preventative strategies to prevent or reduce the future need for physical restraint.

11. As appropriate depending on the student's age and developmental level, following each incident of physical restraint, as soon as practicable but no later than two school days or upon the student's return to school, the principal or designee shall review the incident with the student involved to discuss details of the incident in an effort to assist the student and school personnel in identifying patterns of behaviors, triggers or antecedents; and alternative positive behaviors or coping skills the student may utilize to prevent or reduce behaviors that may result in the application of physical restraint. School personnel in attendance may include a member of Department of Pupil Services (school counselor, school psychologist, school social worker, or student assistance specialist) and teaching staff. The parent/guardian will be invited to participate; however, their attendance should not delay the timeline mentioned herein.

12. If the student has a history of dangerous behavior, **the use of planned physical restraint as an emergency safety procedure shall be discussed with the student's parent/guardian** if it is anticipated that such use will be necessary to address the student's behavior. As part of the discussion, parent/guardian will be provided information on:

- a. When and how planned physical restraint will be used;
- b. Specific techniques to use with the student; and
- c. Physical, medical, and psychiatric concerns and the effects of medications when physical restraint is used.

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If there were no prior indications that physical restraint might be a necessary safety procedure for a student, a meeting shall be convened as soon as possible after the first instance.

13. In the initial development and subsequent review and revision of a student's IEP or Section 504 plan, the team shall consider whether the student displays behaviors that are likely to result in the use of physical restraint. If the use is likely, the team shall consider the need for (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behavior as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) any new or revised behavior goals; (iv) any additional evaluations or reevaluations; and (v) crisis plan.

Within ten (10) school days following the second school day in a single school year on which an incident of physical restraint has occurred, the student's IEP or 504 team shall meet to discuss the incident and consider, among other things, the need for (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behavior as well as de-escalation strategies, conflict prevention and positive behavioral interventions; (iii) any new or revised behavior goals; (iv) any additional evaluations or reevaluations; and (v) crisis plan.

For students who are not eligible under IDEA or Section 504, within ten (10) school days following the second school day in a single school year on which an incident of physical restraint has occurred, a team consisting of the parent/guardian, the principal or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members as determined by the school division, such as the school psychologist, school counselor, or school resource officer, shall meet to discuss the incident and to consider, among other things the need for (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behavior as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) a referral for evaluation; and (iv) a crisis plan.

Nothing in this section shall be construed to (i) excuse the team or its individual members from the obligation to refer the student for evaluation if the team or members have reason to suspect that the student may be a student with a disability; or (ii) prohibit the completion of an FBA or BIP for any student, with or without a disability, who might benefit from these measures but whose behavior has resulted in fewer than two incidents of physical restraint in a single school year.

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14. Written documentation of parental concerns about the use of physical restraint should be reviewed by the school administrator and maintained in the student's file.

15. LCPS school-based staff should consult with the identified staff with behavior training and expertise to work on positive behavioral interventions for students with challenging behaviors. The continuum of interventions and supports can be utilized to affect high quality behavior plans for students as a comprehensive, systematic approach. The designated Department of Pupil Services staff are available to provide the specialized training and ongoing support necessary to achieve this goal for all students so they can be successful participants in the school community.

16. The principal or designee shall regularly review the use of physical restraint to ensure compliance with LCPS Policy 5345 and corresponding regulation, and when there are multiple incidents within the same classroom or by the same individual, the principal or designee shall take appropriate steps to address the frequency of use.

F. **Procedures for the Appropriate Use of Seclusion.** The procedures for the appropriate use of seclusion shall be followed by all staff working with students in the school setting. The following procedures apply to all students when the physical safety of the student and/or others is in imminent danger.

1. Seclusion shall **only be used in an emergency** (i.e., a sudden, urgent, usually unexpected situation) that requires a person(s) to take immediate action to avoid serious physical harm, injury, or death to a student or to others when there is imminent danger to the student and/or to others. Less restrictive interventions should be employed first unless in an emergency when, in reasonable judgment of particular school personnel implementing seclusion in an emergency situation, less restrictive intervention would be judged to be ineffective or historically have not been successful with individual students.

Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the seclusion of a student.

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Seclusion is not a teaching procedure or behavioral intervention and shall **NOT** be administered as punishment or discipline, a means of coercion or retaliation, a convenience, to prevent property damage or to address behaviors for non-emergency reasons, such as noncompliance, disrespect, insubordination, disobedience, misuse of property, disruption, or threats.

2. Seclusion should only be conducted by trained school-based personnel with at least one additional staff member present and in line of sight.
3. Staff trained in the use of **CPR and First Aid** should be available in the event of an emergency related to the use of seclusion. A portable automatic electronic defibrillator (AED) should be available in the school.
4. The seclusion area or environment, if used, must meet the following requirements:
  - a. Any seclusion room or area shall be free of any objects or physical features that may cause injury to the student.
  - b. Any seclusion room or area shall be of sufficient dimensions, and shall have sufficient lighting, heating, cooling and ventilation to comport with the dignity and safety of the student.
  - c. Windows in the seclusion room shall be constructed to minimize breakage and otherwise prevent the occupant from harming himself or herself.
  - d. All space in the seclusion room shall be visible through the door, either directly or by mirrors.
  - e. Any seclusion room shall provide for the continuous visual monitoring of any seclusion by school personnel through a window, viewing panel, or half-door.
5. Based on the age and development of the student, seclusion should **last only as long as necessary** to calm the student and resolve the actual risk of serious physical harm or injury while awaiting the arrival of other trained staff. Once the trained staff person using the seclusion has determined that the student is no longer a danger to him/herself or others, the student shall be released. Seclusion should rarely exceed 30 minutes or be used for students younger than 9 years of age. Students must have adequate access to bathroom facilities, drinking water, necessary medication or medical interventions, and regularly scheduled meals.



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6. Maintain **constant adult supervision and observation** (e.g., visual and auditory contact) of the student for the entire period of the seclusion. If seclusion is used, the student must be continuously and visually monitored and the entire seclusion area must be adequately viewed by trained school-based personnel with at least one additional staff member present and in line of sight.

7. Following the use of seclusion, the student must be **seen by a health clinic staff member**. An injury incident report form is to be completed and submitted to Risk Management if staff and/or students are injured.

8. By the end of the **same school day**, the incident and any related first aid must be reported to the principal/designee; level director; and for Special Education students, the Director of Special Education.

9. **The case manager or school administrator shall make reasonable effort to ensure that direct contact is made with the parent/guardian, either in person or through telephone conversation, or other means of communication authorized by the parent/guardian, such as email, to notify the parent/guardian of the incident and any related first aid on the day the incident occurred.**

When any student has been secluded outside regular school day, notification shall be made as soon as practicable in compliance with the school division's school crisis/emergency management, and medical emergency response plan.

10. The **Seclusion Incident Report** form must be completed by the school employee involved in the incident or other school personnel, as may be designated by the principal, and submitted in the Student Information System **within two school days following the use of seclusion**. A copy of the generated incident report is to be placed in the student's educational record and provided as written notification to the student's parent/guardian within five (5) school days of the incident.

11. **A staff debriefing must occur within two school days** following the incident necessitating emergency seclusion. The debriefing shall include a school administrator and all personnel involved in the use of seclusion. The purpose of the debriefing is to discuss whether the use of seclusion was implemented in compliance with Policy 5345 and corresponding regulation, review the events leading to the use of seclusion, and identify additional preventative strategies to prevent and reduce the future need for seclusion.

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12. As appropriate depending on the student's age and developmental level, following each incident of seclusion, as soon as practicable, but no later than two school days or upon the student's return to school, the principal or designee shall review the incident with the student involved to discuss details of the incident in an effort to assist the student and school personnel in identifying patterns of behaviors, triggers or antecedents; and alternative positive behaviors or coping skills the student may utilize to prevent or reduce behaviors that may result in the application of seclusion.

School personnel in attendance may include a member of Department of Pupil Services (school counselor, school psychologist, school social worker, or student assistance specialist) and teaching staff. The parent/guardian will be invited to participate; however, their attendance should not delay the timeline mentioned herein.

13. If the student has a history of dangerous behavior, **the use of planned seclusion as an emergency safety procedure shall be discussed with the student's parent/guardian** if it is anticipated that such use will be necessary to address the student's behavior. As part of the discussion, the parent/ guardian will be provided information on:

- a. When and how planned seclusion will be used
- b. Specific techniques to use with the student, and
- c. Physical, medical, and psychiatric concerns and the effects of medications when seclusion is used.

If there were no prior indications that seclusion might be a necessary safety procedure for a student, a meeting shall be convened as soon as possible after the first instance.

14. In the initial development and subsequent review and revision of a student's IEP or Section 504 plan, the team shall consider whether the student displays behaviors that are likely to result in the use of seclusion. If the use is likely, the team shall consider the need for (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behavior as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) any new or revised behavior goals; (iv) any additional evaluations or reevaluations; and (v) a crisis plan.

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Within ten (10) school days following the second school day in a single school year on which an incident of seclusion has occurred, the student's IEP or 504 team shall meet to discuss the incident and consider, among other things, the need for (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behavior as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) any new or revised behavior goals; (iv) any additional evaluations or reevaluations; and (v) crisis plan.

For students who are not eligible under IDEA or Section 504, within ten (10) school days following the second school day in a single school year on which an incident of seclusion has occurred, a team consisting of the parent/guardian, the principal or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members as determined by the school division, such as the school psychologist, school counselor, or school resource officer, shall meet to discuss the incident and to consider, among other things the need for (i) an FBA; (ii) a new or revised BIP that addresses

the underlying causes or purposes of the behavior as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) a referral for evaluation; and (iv) a crisis plan.

Nothing in this section shall be construed to (i) excuse the team or its individual members from the obligation to refer the student for evaluation if the team or members have reason to suspect that the student may be a student with a disability; or (ii) prohibit the completion of an FBA or BIP for any student, with or without a disability, who might benefit from these measures but whose behavior has resulted in fewer than two incidents of seclusion in a single school year.

15. Written documentation of parental concerns about the use of seclusion should be reviewed by the administrator and maintained in the student's file.

16. LCPS school-based staff should consult with the identified staff with behavior training and expertise to work on positive behavioral interventions for students with challenging behaviors. The continuum of interventions and supports can be utilized to affect high quality behavior plans for students as a comprehensive, systematic approach. The designated Department of Pupil Services staff are available to provide the specialized training and ongoing support necessary to achieve this goal for all students so they can be successful participants in the school community.

17. The principal or designee shall regularly review the use of seclusion to ensure compliance with LCPS Policy 5345 and corresponding regulation, and when

## RESTRAINT AND SECLUSION OF STUDENTS

there are multiple incidents within the same classroom or by the same individual, the principal or designee shall take appropriate steps to address the frequency of use.

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*Please see the following pages for Restraint and Seclusion Incident Report*

**Restraint Incident Report  
Loudoun County Public Schools - Sample  
Report Created:  
Originator of Report:**

***Student Information***

**Name:**                      **Age:** **Gender:** **Grade:**  
**Ethnicity:**              **IEP:**    **504**        **BIP:**    **BIP Reviewed:**  
**Other Plan (if applicable):**  
**Other Plan Last Reviewed:**

***Incident Information***

**Total Start Time:**              **Total End Time:**              **Total Duration:**  
**Type of Restraint:**  
**Date:**                      **Incident ID:**  
**Restraint Start Time:**        **Restraint End Time:**  
**School:**                      **Incident Location:**  
**Description of Incident and Resolution/Process of Return to Educational Setting**

***Supporting Information***

**Prior Events that Prompted Student Behavior**

**Other Interventions used prior to Restraint - Explain if not employed**

**Student Behavior that Justified Restraint**

**Nurse/Health Clinic Specialist Notification**

**Person Notified:**                      **Date:**                      **Time:**  
**Treatment Administered:**

***Staff Information***

**Staff Name and MANDT Training Dates**

**Description of Student or Staff Injuries during Restraint**

**Staff Debriefing**

**Date:**                      **Time:**

***Staff Involved***

**Staff Name**

**Staff Title**

**Staff Role**

Staff Name	Staff Title	Staff Role

***Parent Notification***

**Date**

**Time**

**Contact Type**

**Person Contacted**

Date	Time	Contact Type	Person Contacted

**Seclusion Incident Report  
Loudoun County Public Schools - Sample  
Report Created:  
Originator of Report:**

***Student Information***

**Name:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Gender:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Ethnicity:** \_\_\_\_\_ **IEP:** \_\_\_\_\_ **504:** \_\_\_\_\_ **BIP:** \_\_\_\_\_ **BIP Reviewed:** \_\_\_\_\_

**Other Plan (if applicable):** \_\_\_\_\_

**Other Plan Last Reviewed:** \_\_\_\_\_

***Incident Information***

**Total Start Time:** \_\_\_\_\_ **Total End Time:** \_\_\_\_\_ **Total Duration:** \_\_\_\_\_

**Type of Seclusion:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Incident ID:** \_\_\_\_\_

**Seclusion Start Time:** \_\_\_\_\_ **Seclusion End Time:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Incident Location:** \_\_\_\_\_

**Description of Incident and Resolution/Process of Return to Educational Setting**

***Supporting Information***

**Prior Events that Prompted Student Behavior**

**Other Interventions used prior to Seclusion - Explain if not employed**

**Student Behavior that Justified Seclusion**

**Nurse/Health Clinic Specialist Notification**

**Person Notified:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Treatment Administered:** \_\_\_\_\_

***Staff Information***

**Staff Name and MANDT Training Dates**



**Description of Student or Staff Injuries during Seclusion**

**Staff Debriefing**

Date:            Time:

***Staff Involved***

Staff Name	Staff Title	Staff Role

***Parent Notification***

Date	Time	Contact Type	Person Contacted