

South Central Area Special Education Cooperative

Policy on Isolated Time Out and Physical Restraint

Isolated time out and physical restraint shall be used only as means of maintaining discipline in schools (that is, as means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. Nothing in this Policy shall be construed as regulating the restriction of students' movement when that restriction is for a purpose other than the maintenance of an orderly environment (e.g., the appropriate use of safety belts in vehicles).

Isolated Time Out

"Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's exit is restricted. The use of isolated time out shall be subject to the following requirements.

- 1) Any enclosure used for isolated time out shall:
 - A) 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;
 - B) be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing); and
 - C) be designed to permit continuous visual monitoring of and communication with the student.
- 2) If an enclosure used for isolated time out is fitted with a door, either a steel door or a wooden door of solid-core construction shall be used. If the door includes a viewing panel, the panel shall be unbreakable.
- 3) An adult who is responsible for supervising the student shall remain within three feet of the enclosure and be able to visually monitor the student at all times.
- 4) The enclosure shall not use any device that requires a key or require any special knowledge in order to exit from the room.

- 5) The isolated time out area must comply with all applicable health and safety requirements.
- 6) Time Limits: A student shall not be kept in isolated time out for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention. If a student is placed in isolated time out pursuant to a BIP or IEP, any time limitations identified in the BIP and IEP will take precedence.

Whenever an episode of isolated time out exceeds 30 minutes, or repeated episodes have occurred during any three- hour period, the following follow-up activities must occur:

- A) A certified staff person knowledgeable about the use of isolated time out shall evaluate the situation.
 - B) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - C) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the building administrator.
- 7) Requirements for Training: If the school corporation's policy permits the use of isolated time out, then training shall be provided to its staff members covering at least the written procedures established in this policy.

Physical Restraint

"Physical restraint" means holding a student or otherwise restricting his or her movements.

"Physical restraint" as permitted in this policy includes only the use of specific, planned techniques (e.g., the "child control position" and "team control"). The primary purpose of restraint is to maintain the safety, security, care, and welfare of students and school staff.

- a) The use of physical restraint shall be subject to the following requirements.
 - 1) Physical restraint may only be employed as a last resort when:
 - A) *the student poses a physical risk to himself, herself, or others,*
 - B) *there is no medical contraindication to its use, and*

- C) *the staff applying the restraint have been trained in its safe application as specified in the training section of this policy.*
- 2) 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.
- 3) Mechanical or chemical restraint (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.
- 4) Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.
- 5) 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.
- 6) In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity, and as applicable, any requirements pursuant to a behavior intervention plan or Individual Education Plan (IEP).
- 7) If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that such freedom appears likely to result in harm to the student or others.
- b) *"Restraint" does not include spontaneous occurrences of physical restriction by direct person-to-person contact involving trained or untrained staff (without the aid of material or mechanical devices) accomplished with limited force and designed to:*
 - 1) *prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or*
 - 2) *remove a disruptive student who is engaging in harmful behavior and is unwilling to leave the area voluntarily.*
 - 3) *For example: a student attacks another student in the hallway and the custodian*

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and a teacher jump in to pull the student off of the one being attacked and remove that student to safe place. Another example: a student is running out the door of the school building and a teaching assistant grabs the student so do not run out into the street.

- c) Time Limits: A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

Whenever an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three- hour period, the following follow-up activities must occur:

- 1) A certified staff person trained in the use of physical restraint shall evaluate the situation.
 - 2) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - 3) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the building administrator.
- d) Debriefing: Following each incidence of physical restraint, the individuals involved in the restraint should meet to debrief about what happened that resulted in the use of restraint. In addition, once the student has calmed down and regained control, the student should also be debriefed about the incident.
- e) Requirements for Training
- 1) Physical restraint shall be applied only by individuals who have received systematic training that includes all the elements described in this Section and who have received a certificate of completion or other written evidence of participation within the preceding two years. An individual who applies physical restraint shall use only techniques in which he or she has received such training.
 - 2) Training with respect to physical restraint may be provided either by the employer or by an external entity and shall include, but need not be

limited to:

- i) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
 - ii) 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;
 - iii) the simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
 - iv) instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - v) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
 - vi) demonstration by participants of proficiency in administering physical restraint.
- 3) An individual may provide training to others in a particular method of physical restraint only if he or she has received written evidence of completing training as a trainer in these techniques.

Documentation and Evaluation

- 1) A written record of each episode of isolated time out or physical restraint shall be maintained in the student's temporary record. Each such record shall include:
 - A) the student's name;
 - B) the date of the incident;
 - C) the beginning and ending times of the incident;
 - D) a description of any relevant events leading up to the incident;
 - E) a description of any interventions used prior to the implementation of isolated time out or physical restraint;

- F) a description of the incident and/or student behavior that resulted in isolated time out or physical restraint;
 - G) a log of the student's behavior in isolated time out or during physical restraint, including a description of the restraint technique(s) used and any other interaction between the student and staff;
 - H) a description of any injuries (whether to students, staff, or others) or property damage;
 - I) a description of any planned approach to dealing with the student's behavior in the future;
 - J) a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out or physical restraint;
 - K) the date on which parental notification took place.
- 2) The building administrator shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
 - 3) The written record of the event shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.
 - 4) When a student has first experienced three instances of isolated time out or physical restraint, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedure(s) used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education.
 - A) The school shall invite the student's parent(s) or guardian(s) to participate in this review and shall provide ten days' notice of its date, time, and location.
 - B) The notification shall inform the parent(s) or guardian(s) that the student's potential need to revise the student's program and that the results of the review will be entered into the student's file.

Notification to Parents

- 1) A school that uses isolated time out or physical restraint shall notify parents to this effect as part of the information distributed annually or upon enrollment and in the student handbook.
- 2) Within 24 hours after any use of isolated time out or physical restraint, the school district or other entity serving the student shall send written notice of the incident to the student's parent(s). Such notification shall include the student's name, the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information.

Students with Disabilities

The utilization of isolated time out or physical restraint with a student with disabilities may be precluded by or subject to additional parameters pursuant to the students individualized education plan (IEP) and/or behavior intervention plan (BIP).

Nothing in this policy should be construed to limit the rights and abilities of teachers and school staff to keep order and administer necessary discipline to their classrooms and on school grounds, especially those powers and immunities found in IC 20-33-8.

BOARD APPROVED: APRIL 28, 2010