

**Policy 3345: Use of Restraint, Seclusion, and Aversive Techniques for Students**

**Status:** ADOPTED

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**SECTION 1. CONDUCT OF EMPLOYEES DIRECTED TOWARD STUDENTS**

1.1 The use by appropriately trained Caldwell School District personnel towards or directed at any student of any form of restraint or seclusion as defined in this policy, is prohibited except in circumstances where proportional restraint or seclusion of a student is necessary when a student's conduct creates a reasonable belief in the perspective of a District employee, that the conduct of the student has placed the student, the employee, or any other individual in imminent danger of serious bodily harm.

1.2 The employee or any employee who is a witness to this event shall immediately seek out the assistance of the school's administration or, if such administrator is not available, a certificated or classified employee with special training in seclusion and restraint, if available. Upon the arrival of such an individual, the administrator or if no administrator is available, the most senior trained individual on seclusion or restraint shall take control over the situation.

1.3 Seclusion or restraint of a student shall immediately be terminated when it is decided that the student is no longer an immediate danger to him or herself or to any other third person or if it is determined that the student is exhibiting extreme distress or at such time that appropriate administrative personnel have taken custody of the child or upon such time that the parent/legal guardian of the child has retaken custody of the child.

1.4 Regardless of employee training status, no District personnel shall use any form of aversive technique against any school student. Restraint or seclusion shall never be used solely as a disciplinary tactic or for ease of personnel in addressing a difficult situation.

1.5 If a situation occurs where a properly trained District employee must use acts of restraint or seclusion with a student, the following shall occur:

1.5.1 The employee shall report to their building principal before the end of the school day, in writing, the following information:

- A. The date the event occurred;
- B. The circumstances leading to the event;
- C. The student involved; and
- D. Other witnesses or participants to the event.

1.5.2 The building principal/designee shall notify the Superintendent's office of the event and provide the Superintendent/Director of Special Services with a copy of the report of events.

1.5.3 The building principal/designee shall ascertain if the event was recorded. If such an event was captured on a recording, the principal shall maintain a copy of the recording and provide such to the Superintendent's Office as part of the official records of the event.

1.5.4 The building principal/designee shall ascertain the special needs status of the student involved in the seclusion or restraint and shall maintain documentation as to whether or not such events were consistent with or contradictory due to the student's psychiatric, medical, or physical condition(s).

1.5.5 The building administrator/designee shall notify the parent or legal guardian of the situation and the event of restraint or seclusion.

1.5.6 The Superintendent's office shall maintain documentation as to events of restraint and seclusion and shall prepare any and all necessary reports to legal entities upon whom such reports are or may become due pursuant to State and federal regulations.

**SECTION 2. TRAINING OF SCHOOL PERSONNEL**

2.1 As part of the training and preparation of each certificated administrator, certificated teacher, and in-building classified employee of the District who may likely need to restrain or seclude a student, the following shall occur:

2.1.1 Training to personnel as to proper situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and restraint, safe physical escort, de-escalation of student crisis situations, and positive behavioral intervention techniques and supports;

2.1.2 Training of personnel in crisis/conflict management and emergency situations which may occur in the school setting, including examples and demonstrations of proper activities and techniques and trainers observing employee use of proper activities and techniques in the training setting;

2.1.3 Techniques to utilize to limit the possibility of injury to the student, the employee and any other third party in the area;

2.1.4 Information as to the school's student seclusion areas in each respective school building to which the employee is assigned; and

2.1.5 A copy of this policy will be provided to the employee.

2.2 If an employee has not yet undergone training and a situation necessitating student restraint or seclusion occurs, and another properly trained employee of the District is present at the event, the properly trained employee shall take the lead in addressing the student crisis. In the absence of a trained employee, responding employees are expected to act in a reasonable and prudent manner.

### SECTION 3. DESIGNATED LOCATIONS

3.1 It is the responsibility of the building's principal/designee, to assure that a designated area, which is safe and clean, has been identified in case a student is placed into seclusion pursuant to this policy.

3.1.1 Appropriate supervision shall be provided by an adult in the seclusion location.

3.1.2 The adult supervising the designated location, must have continuous visual observation of the secluded student.

### SECTION 4. REVIEW

4.1 On an ongoing basis, the building principal and other specialists will review the use of restraint and seclusion for individual students, considering whether they are being used appropriately, and also whether further evaluation or an adjustment in individual plans needs to be considered (FBA, BIP).

4.2 On an annual basis, the Superintendent/designee shall review this policy and make a determination as to whether or not any modifications or amendments to this policy are necessary and should be proposed to the Board of Trustees.

4.3 In conducting this annual review, such individuals shall also review the reports of all events of seclusion or restraint that occurred with the District's students in the past school year. This review will include an analysis as to whether or not the District's personnel are following the terms of this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be strengthened.

### SECTION 5. DEFINITIONS

5.1 For the purposes of this policy, the following definitions shall apply:

5.1.1 **Restraint:** The immobilization or reduction of a student's freedom of movement for the purpose of preventing harm to students or others through chemical, manual method, physical, or mechanical device, material, or equipment.

5.1.2 **Seclusion:** Involuntary confinement in a room or other space during which a student is prevented from leaving or reasonably believes that he or she can leave or be prevented from leaving through manually, mechanically, or electronically locked doors that, when closed, cannot be opened from the inside; blocking or other physical interference by staff; or coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion.

5.1.3 **Aversive Technique:** Physical, emotional, or mental distress as a method of redirecting or controlling behavior.

5.1.4 **FBA:** Functional Behavior Assessment

5.1.5 **BIP:** Behavior Intervention Plan