

ADMINISTRATIVE RULE JGAB/AR - DRAFT

Use of Restraint and Seclusion

General Guidelines for use of physical restraint or seclusion

1. Physical restraint or seclusion may be used on a student only if the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others and less restrictive interventions would not be effective. Except in case of an emergency, only staff with current training in the District's restraint or seclusion program will administer a physical restraint or seclusion. S
2. An administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used.
3. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the public education program must provide written authorization for the continuation of the physical restraint or seclusion, including providing documentation for the reason the physical restraint or seclusion must be continued. Whenever physical restraint or seclusion extends beyond 30 minutes, personnel of the district will immediately attempt to verbally or electronically notify a parent.

Post-restraint or seclusion procedures

1. Parents will be provided verbal or electronic notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred.
2. Parents will be provided written documentation of the incident within 24 hours that provides:
 - a. A description of the physical restraint and/or seclusion;
 - b. The date of the physical restraint or seclusion;
 - c. The time the physical restraint or seclusion began and ended, and the location;
 - d. A description of the student's activity that prompted the use of physical restraint or seclusion.
 - e. The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted;
 - f. The names of personnel of the public education program who administered the physical restraint or seclusion and a description of the training status of those who administered the restraint or seclusion. If the physical restraint or seclusion was administered by a person without training the district will provide that information along with the reason why a person without training administered the restraint or seclusion.
3. Parents will be given timely notice of a debriefing meeting to be held and their right to attend the meeting.
4. A district Physical Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment.

5. A documented debriefing meeting must be held within two school days after the use of physical restraint and/or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes will be taken at the debriefing meeting, a copy of which must be provided to the parent/guardian.
6. If a student is involved in five incidents in a school year involving physical restraint or seclusion, a team consisting of the District's personnel and a parent or guardian of the student will be formed for the purpose of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports.
7. If serious bodily injury or death of a student occurs in relation to the use of physical restraint, written notice must be provided within 24 hours of the incident to the Department of Human Services. If any serious bodily injury or death of a District employee occurs in relation to the use of physical restraint or seclusion, the administrator will provide written notice of the incident within 24 hours to the superintendent and the union representative of the employee. The District will maintain a record of each incident in which injuries or death occurs in relation to the use of physical restraint or seclusion.

Physical restraint/seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 plan.

8. Parent participation in the plan is required.
9. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel, including a behavioral specialist and a district representative who is familiar with the physical restraint training practices adopted by the district.
10. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.

Reporting Requirements

1. The District will prepare and submit to the Superintendent of Public Instruction an annual report detailing the use of physical restraint and seclusion for the preceding school year, in accordance with law and Board policy. The report shall also be made available to the board and members of the public.

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