The Board of Education believes students should receive an education in the least restrictive environment, until the student's behavior interferes with the education of the other students; thus a minimum amount of seclusion or physical restraint of a student should be necessary. The Board directs the District Administrator or Designee to develop administrative regulations for this policy.

Administrative Regulations for New Policy 541 (Seclusion and Physical Restraint of Students)

541-01 This policy applies to both special education and regular education students. It also applies to school staff, including independent contracts and their employees, and student teachers. It does not apply to law enforcement officers working in the school.

541-02 “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. Briefly touching a student's hand, arm, shoulder, or back to calm, comfort, or redirect the pupil is not considered physical restraint.

541-03 “Seclusion” is defined as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving. Seclusion is prohibited except when:

A. A student's behavior presents a clear, present, and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
B. Constant supervision of the student is maintained;
C. The student has adequate access to the bathroom, drinking water, required medications, and regularly scheduled meals, and;
D. Seclusion is used no longer than necessary to resolve the risk to the physical safety of the student or others.

541-04 A room may not be used for seclusion unless all of the following are in place:

A. The room or area is free of objects or fixtures that may cause injury;
B. There are no locks on the door, including hold down type mechanisms that immediately release when pressure is removed, and;
C. All applicable school building code requirements are met.

541-05 It is not considered seclusion if a disruptive student is directed to temporarily separate himself or herself from the activity in the classroom to regain control, unless the student is confined to an area from which she or he is prevented from leaving. Directing a student to temporarily remain in the classroom to complete tasks while other students participate in activities outside of the classroom is not considered seclusion unless the student is confined to an area from which she or he is prevented from leaving.
Physical restraint is prohibited except when:

A. A student’s behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
B. There are no medical contraindications to its use;
C. The degree of force and duration used do not exceed what is necessary and reasonable to resolve the risk to the physical safety of the student or others, and;
D. No prohibited maneuver(s) are used. Prohibited maneuvers or techniques include the following:
   • The pupil's head is not properly protected;
   • Chest compressions that place pressure or weight on the student's chest, lungs, sternum, diaphragm, back, or abdomen;
   • The hold places 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; and;
   • Any form of corporal punishment.
E. All mechanical or chemical restraints are prohibited.

Appropriate medical staff may use supportive equipment that properly aligns a student's body, assists in maintaining balance, or assists in mobility.

Special Individualized Education Program (IEP) requirements are as follows:

A. The first time that seclusion or physical restraint is used on a student, the student’s IEP team must meet as soon as possible after the incident.
B. The IEP team must review the student’s IEP to make sure that it contains appropriate positive behavioral interventions, supports, and other strategies to address the behavior, and revise if necessary.
C. At any time if the IEP team determines that the use of seclusion or restraint may be reasonably anticipated for the student, the IEP must include:
   • Appropriate positive interventions and supports and other strategies that address the behavioral concerns based on a functional behavioral assessment, and;
   • Clear statements that the use of restraint and/or seclusion may be used as an intervention.

If seclusion and/or restraint is used on a student at school, the principal or designee must do all of the following:

A. As soon as possible, but no later than 1 business day after the incident, notify the student’s parent of the incident and of the availability of the written report.
B. Within 2 business days after the incident, after consulting with school staff present, prepare a written report containing all of the following information:
   • The student’s name;
   • The date, time, and duration of the incident;
   • A description of the incident, including a description of the student’s behavior before and after the incident, and;
   • The names and titles of school staff present during the incident.

Approved 3/18/13
C. The written report must be kept at the school and made available for review by the student’s parents within 3 business days of the incident.

541-10 Each year, by September 1, the principal or designee must submit to the school board a report that includes the following information:

A. The number of incidents of seclusion and physical restraint in the previous year;
B. The total number of students involved in the incidents, and;
C. The total number of students with disabilities involved in the incidents.

541-11 Each school where physical restraint may be used must have at least one staff member who has received training. The school must keep a record of the training received by the staff member(s), including information regarding how long the training is considered valid by the training program. Training requirements include the following:

A. Methods of preventing the need for physical restraint;
B. Instruction in the identification and description of dangerous behavior indicating the need for physical restraint, and in methods of evaluating risk of harm to determine whether physical restraint is needed;
C. Experience in administering and receiving various types of physical restraint;
D. Instruction on the effects of physical restraint on the person restrained, methods of monitoring signs of physical distress, and techniques for determining when medical assistance may be needed;
E. Instruction in documenting and reporting incidents of physical restraint, and;
F. Demonstration of proficiency in administering physical restraint.

541-12 The “unforeseen emergency exception” allows for school staff who have not received the prescribed training in physical restraint to use physical restraint on a student at school only in an emergency, and only if school staff members who have received training are not immediately available.

541-13 Nothing in this policy affects the ability of school staff to remove a student from class under §118.164(3)(b) of the Wisconsin Statutes, or the exceptions to the prohibition on corporal punishment under §118.31(3) of the Wisconsin Statutes.
Richland School District
Notification and Reporting of
Physical Restraint and/or Seclusion

<table>
<thead>
<tr>
<th>Pupil’s Name</th>
<th>Parent’s Name</th>
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<tbody>
<tr>
<td>Date parents were notified of the incident (and told when the written report will be available):</td>
<td>Must be available for review by the pupil’s parents within 3 business days of the incident.</td>
</tr>
<tr>
<td>Date written report will be available for parents:</td>
<td>Must be available for review by the pupil’s parents within 3 business days of the incident</td>
</tr>
<tr>
<td>How were parents notified?</td>
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**Incident Written Report**

Check items that apply

<table>
<thead>
<tr>
<th>Physical Restraint</th>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Seclusion</td>
<td>Date</td>
<td>Time</td>
<td>Duration</td>
</tr>
</tbody>
</table>

Description of the Incident

Description of the Actions of the Pupil

1. Before the incident:

2. During the incident:

3. After the incident:

Names and titles of the covered individuals present during the incident

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<thead>
<tr>
<th>Title</th>
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