

REGULATION — WASHINGTON TOWNSHIP SCHOOL DISTRICT

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Use of Physical Restraint and
Seclusion Techniques for Students
with Disabilities

R 5561 USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES FOR STUDENTS WITH DISABILITIES

A. Definitions

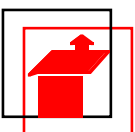
“Mechanical Restraint” means the use of any device or equipment to restrict a student’s freedom of movement, but does not include devices implemented by trained school personnel, or utilized by a student that has been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, including, but not limited to:

- 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;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical mobilization/immobilization;
- Prescribed orthopedic devices that permit a student to participate in activities.

“Physical restraint” means the use of a personal restriction that immobilizes or reduces the ability of a student to move all or a portion of his or her body.

“Seclusion technique” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving but does not include a timeout.

“Timeout” means a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of calming.



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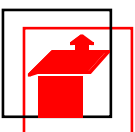
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B. Physical Restraint

When using physical restraint on students with disabilities, the Washington Township School District shall ensure that:

1. Physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger. Every student who is physically restrained as per this policy shall be examined by a school nurse or other licensed healthcare provider, as soon as practicable, following the application of the physical restraint.
2. A student shall not be restrained in the prone position, unless the student's primary care physician authorizes, in writing, the use of this restraint technique;
3. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the Board of Education to be qualified to provide such training, and that the training is updated at least annually;
4. The parent of a student shall be notified as soon as practicable when physical restraint is used on the student. This notification may be by telephone or electronic communication. In addition, a post-incident written notification report of the incident of physical restraint shall be provided to the parent within forty-eight hours (48) of the occurrence of the incident.
 - a. The post-incident written notification report shall include, but not be limited to, details regarding the nature of the behavior that precipitated the use of the restraint; prevention, redirection or de-escalation techniques utilized during the incident; names of all staff members who were involved in the incident; names of all individuals who witnessed the incident type of restraint utilized, location at which the restraint was utilized, length of time the restraint was applied, a description of any injuries or physical damage that occurred, confirmation of check of student by school



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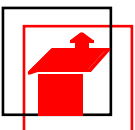
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nurse or other licensed healthcare provider, and recommendations for follow-up activities including, if appropriate, revisions to the student's individualized education plan (IEP), revisions to the implementation of a behavior intervention plan (BIP) and/or administration of a functional behavior assessment (FBA).

- b. The post-incident written notification report shall be maintained in a manner consistent with State and Federal regulations regarding the confidentiality of student records, while also serving as a mechanism for gathering data which allows the IEP team to make informed decisions regarding the student's needs. For a student who is eligible for special education, such documentation shall be maintained in the student's special education file.
5. Each incident in which physical restraint is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and
6. Each incident in which physical restraint is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan (BIP) at the next IEP meeting.
 - a. Each incident that requires the use of restraint shall be documented in a manner that supports informed data-driven decision making by school staff including the IEP team.
 - b. The data collected through this process shall include, but not be limited to, the location of the incident, persons involved, triggering events, prevention, redirection or de-escalation techniques utilized during the incident, a description of any



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injuries or physical damage that occurred, observational data or monitoring data taken during the incident, debriefing with staff, reflections on adherence to the IEP and district procedures, and specific follow-up that will take place including, if appropriate, an IEP team meeting.

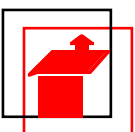
- c. Data shall be reviewed on a continual basis to determine the effectiveness of the individual student's BIP and the school district's procedures. Any reviews should be conducted across sub-groups and involve staff, Child Study Team members, and administration.

Washington Township School District shall attempt to minimize the use of physical restraints through inclusion of positive behavior supports in the student's BIPs developed by the IEP team.

C. Seclusion

When using seclusion techniques on students with disabilities, the Washington Township School District shall ensure that:

1. A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure that it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities. The parent of a student is notified as soon as practicable when seclusion is used on the student; and
3. Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the BIP at the next IEP meeting. Ancillary witnesses may be asked to write a narrative account of witnessed events.



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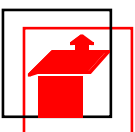
- a. Each incident that requires the use of a seclusion technique shall be documented in a manner that supports informed data-driven decision making by school staff including the IEP team.
- b. The data collected through this process shall include, but not be limited to, the location of the incident, persons involved, triggering events, prevention, redirection or de-escalation techniques utilized during the incident, a description of any injuries or physical damage that occurred, observational data or monitoring data taken during the incident, debriefing with staff, reflections on adherence to the IEP and district procedures, and specific follow-up that will take place including, if appropriate, an IEP team meeting.
- c. Data shall be reviewed on a continual basis to determine the effectiveness of the individual student's BIP and the school district's procedures. Any reviews should be conducted across sub-groups and involve staff, Child Study Team members, and administration.

Washington Township School District shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student's BIP developed by the IEP team.

The parent of a student shall be notified as soon as practicable, when seclusion is used on the student. This notification may be by telephone or electronic communication. A post-incident written notification report of the use of seclusion shall be provided to the parent within forty-eight hours (48) of the use of seclusion.

D. Interventions

1. Classroom interventions may include, but not be limited to, the following de-escalation strategies:
 - a. The staff member may ignore the behavior;



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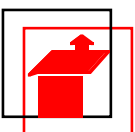
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- b. The staff member may redirect the student to a task with verbal or non-verbal prompts or gestures;
- c. The staff member may state directly the desired behavior in a positive manner;
- d. The staff member may employ positive behavior shaping techniques;
- e. The staff member may use tangible tokens or activity reinforcers;
- f. The staff member may utilize proximity control;
- g. The staff member may communicate consequences privately;
- h. If classroom removal is required, the staff member shall follow school discipline procedures for notification and request for assistance if necessary.

E. Use of Physical Restraint

- 1. If necessary, the staff member shall restrain the student until the emergency no longer exists (i.e. the student stops punching, kicking, spitting, damaging property, etc.).
- 2. The school staff member shall immediately contact the appropriate administrator and school nurse and complete a written report on the physical restraint the staff member used during the emergency situation. Ancillary witnesses may be asked to write a narrative account of witnessed events.
- 3. The Principal's or designee's or any school staff member's report regarding the incident shall be documented in writing in sufficient detail to enable staff to use this information if it is necessary to develop or improve the BIP at the next IEP meeting. The documentation of physical restraint shall be placed in the student's special education file.



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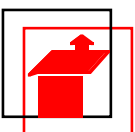
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4. The use of physical restraint is subject to the following additional requirements:
 - a. Physical restraint techniques shall consider the student's medical conditions and shall be modified as necessary;
 - b. Students shall not be subjected to physical restraint for using profanity, other verbal displays or disrespect, or for non-compliance. A verbal threat will not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat;
 - c. In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising staff should consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of the other students in the vicinity;
 - d. 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 harm to themselves, others, or imminent property destruction; and
 - e. The student shall be examined by the school nurse after any restraint.

F. Restraint and Seclusion Training Requirements

1. All staff members working directly with students with disabilities shall receive training on Policy and Regulation 5561 Use of Physical Restraint and Seclusion Techniques for Students with Disabilities and in safe techniques for physical restraint and seclusion from an entity determined by the Board of Education to be qualified to provide such training.



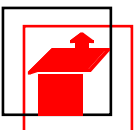
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- a. The Principal or designee shall determine the school staff members that shall receive restraint and seclusion training.
 - b. The training shall be identified in the school district's professional development plan and should be considered as a topic for ongoing professional learning communities (PLCs).
 - c. The training shall emphasize the use of appropriate de-escalation techniques and the use of Positive Behavior Supports (PBS) as mechanisms to avoid the need for the use of physical restraint and seclusion.
 - d. Training may include current professionally accepted practices and standards regarding behavior management.
 - e. The training program shall be updated at least annually.
2. In addition to district-wide training and PLCs, the Board may also consider additional training for all staff members who will be responsible for implementing the IEPs which include BIPs for students with disabilities.
 - a. This additional training should include a framework that emphasizes de-escalation techniques, identifying PBSs, and behavior strategies which support appropriate behavior in all school settings.
 - b. Staff members responsible for implementing BIPs for student IEPs should be trained on the use of continuous monitoring techniques and the collection of data which can be used to inform decision making regarding the continued use of restraint and seclusion.
3. Training for school administrators shall include information on the effectiveness of school-wide positive behavior programs, a tool for evaluating the effectiveness of the Policy and Regulation 5561 Use of Physical Restraint and Seclusion Techniques for Students with



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Disabilities, and a tool for evaluating the effectiveness of the school
district's trainings.

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[Policy Alert 216]

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