

## Restraint, Confinement, Seclusion, Time-out

<p><b>Framework</b></p> <p>What's Required (legal requirements)</p>	<p><a href="#"><u>Texas Education Code § 37.0021. Use of Confinement, Restraint, Seclusion and Time-Out.</u></a></p> <p>...</p> <p>(a) It is the policy of this state to treat with dignity and respect all students, including students with disabilities who receive special education services under Subchapter A, Chapter 29. A student with a disability who receives special education services under Subchapter A, Chapter 29, may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.</p> <p><a href="#"><u>19 Texas Administrative Code § 89.1053. Procedures for Use of Restraint and Time-Out.</u></a></p> <p>...</p> <p>Requirement to implement. In addition to the requirements of <a href="#"><u>34 Code of Federal Regulations (CFR), §300.324(a)(2)(i)</u></a>, school districts and charter schools must implement the provisions of this section regarding the use of restraint and time-out. In accordance with the provisions of Texas Education Code (TEC), <a href="#"><u>§37.0021 (Use of Confinement, Restraint, Seclusion, and Time-Out)</u></a>, it is the policy of the state to treat with dignity and respect all students, including students with disabilities who receive special education services under TEC, Chapter 29, Subchapter A</p> <p>Restraint of students with disabilities in Texas Restraint refers to physical force to restrict a student's movement. Restraint may only be used by school personnel in an emergency.</p> <p>What is restraint? Restraint is the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.</p> <p>When can restraint be used? Restraint on a student with a disability may only be used in an emergency in which the student's behavior poses a threat of imminent, serious physical harm to himself, imminent, serious physical harm to others, imminent, serious property destruction, or some combination of the above. The restraint must end when the emergency no longer exists.</p>
<p><b>Procedures</b></p> <p>How we do it</p>	<p>Restraint RISD uses the Crisis Prevention Institute (CPI) method of non-violent crisis intervention. The restraints listed in the training manual and practiced during your training session are the only acceptable restraint methods approved for use in RISD. The district has several certified trainers that provide CPI training to staff members. Untrained staff must attend an initial foundation CPI training within 30 days of restraining a student with a disability.</p> <p>The only reasons a student may be restrained are</p> <ul style="list-style-type: none"> <li>● student is in danger of hurting himself/herself</li> <li>● student is in danger of hurting another student/staff</li> <li>● student is engaged in property destruction that could harm self/others</li> </ul>

	<p>When a student with a disability has been restrained, staff members who took part in or witnessed the restraint should</p> <ul style="list-style-type: none"> <li>• Immediately after the restraint has occurred, the student must be seen by the nurse by having the student go to the nurse or having the nurse come to the student.</li> <li>• Notify the parent(s) the same day of the restraint performed.</li> <li>• Notify the administrator the same day of the restraint performed.</li> <li>• Notify the Director of Special Services the same day of the restraint performed via email.</li> <li>• Write up the restraint, completely filling in all fields in SuccessEd. The screen is titled "Incident Report: Restraint or Time-Out."</li> <li>• Archive the restraint.</li> <li>• Print a copy of the restraint form and, within 24 hours of the restraint, provide a signed copy to <ul style="list-style-type: none"> <li>○ The parent or guardian (in person or via telephone AND via email or mailing it home)</li> <li>○ The administrator (printed copy and via email)</li> <li>○ The ARD Facilitator (printed copy and email) so will send to center special education department</li> </ul> </li> <li>• If multiple restraints are done within the same escalation, each restraint must be written up individually.</li> <li>• A paraprofessional should never write up the restraint or sign off on it. The paraprofessionals supervisor will complete the restraint form and follow the submission process.</li> </ul>
<b>Accountability</b>  Who is responsible?	<ul style="list-style-type: none"> <li>• Campus principal will ensure that the staff are properly trained.</li> <li>• The campus principal determines who will complete restraint documentation and notify parents.</li> <li>• ARD CFs will ensure that data is in the audit file</li> </ul>
<b>Guidance</b>  (Resources, reference documents, TEA, OSERS or professional organization guidance)	ESC 20 - <a href="#">Restraint and Seclusion in Texas Schools</a> <a href="#">Texas Behavior Support</a>
<b>Expectations</b>  (timelines)	<p>Campus staff will complete all necessary notifications within the mandated timelines.</p> <p>BIPs and data collection will reflect use and effectiveness of time-out if recommended</p> <p>Documentation of restraint will be kept in the student audit folder as well as documented in Skyward by the PEIMS secretary</p> <p>Campus administrators will ensure all staff required have received TBSI training and have current CPI training</p> <p>Staff must attend a full foundation CPI training to be initially certified. To be remain current complete a refresher training once every 1 to 2 years.</p>