**Seclusion Guidelines**

**Seclusion is the involuntary confinement of a student alone in a room or area from which the student physically is prevented from leaving.**

The purpose of seclusion is to prevent the student from harming himself/herself or others when the student is dysregulated.

**Time out does not constitute seclusion.**

Seclusion, including seclusion of a student by a school resource officer, shall not be used except when used as a last resort and only when:

1. The student's behavior poses **imminent risk** of injury to self or others; and,
2. other less restrictive interventions are ineffective.

Imminent risk

1. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury
2. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
3. Failure to comply with a directive does not itself indicate an imminent risk unless directly related to behaviors that are substantially likely to result in injury.
4. Elopement in and of itself does not constitute an imminent risk unless there is substantial peril in the immediate vicinity.

Less restrictive interventions may include, but are not limited to the following:

1. Follow strategies and interventions identified in the student’s IEP
2. Verbal de-escalation strategies
3. Removal of the audience/isolate the situation
4. Changes to the environment i.e. moving locations, dimming lights, etc.
5. Limit access to objects that could be used as weapons
6. Remove hazardous/breakable objects or equipment
7. Set limits and allow time and space to make choices
8. Honor student requests for personal space or quiet as safety permits
9. Offer sensory strategies as approved by the Occupational Therapist
10. Seek interpreter/alternative mode of communication, if needed

Seclusion of a student, including seclusion of a student by a school resource officer, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.

Every incident in which seclusion is used, including every incident involving a school resource officer, shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.

Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded and a school employee, not involved with the seclusion, shall examine the student to ascertain if any injury has been sustained during the seclusion of the student.

Every incident involving the use of seclusion on a student, including incidents of seclusion involving school resource officers, shall be documented through an **Incident Report** provided through Adams Wells Special Services Cooperative in order to memorialize the events that led up the use of seclusion. An **Incident Report Intervention Sheet** is provided as a reference for accurate reporting of interventions used.

For all students, a copy of the Incident Report **must** be provided to the Local Building Administrator, Director of Special Education, Parent or Guardian, and CPI Trainer within 24 hours of the incident.

Every incident in which seclusion is used on a student, including incidents involving school resource officers, shall be reported to the student’s parent or guardian. Schools shall attempt to report every incident in which seclusion is used to the student's parent or guardian no later than the end of the school day or as soon as practical. In the event the building personnel is unable to contact parents/guardians, a written record of the attempts made to contact parents/guardians must be maintained, setting forth the name of the employee who attempted to contact the parents/guardians and the times that the attempts were made. Documentation of communication must be included in the Incident Report.

As soon as practical and after every incident in which seclusion is used on a student, including every incident of seclusion involving school resource officers, the school administrator or designee, such as a CPI trainer, shall meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion to complete a debriefing process to discuss whether proper seclusion procedures were followed, including the use of proper procedures to prevent the need for seclusion.

School employees shall be trained regularly on the appropriate use of effective alternatives to seclusion, including the use of positive behavioral intervention and support as well as nonviolent crisis intervention and conflict de-escalation.

**Seclusion is warranted only when a student’s behavior is so out of control or so dangerous that the student’s behavior in the current environment poses an imminent risk of injury to the student or others.**

Seclusion is **not used**:

1. As an initial response to a behavior,
2. To force compliance,
3. As a punishment,
4. Or instructional method.

Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.

Areas designated as a seclusion environment shall be inspected and shall:

1. Be of reasonable size to accommodate the student and at least one adult
2. Have adequate ventilation including heat and air conditioning as appropriate
3. Have adequate lighting
4. Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass
5. Permit direct continuous visual and auditory monitoring of the student