

## Use of Seclusion

### Introduction

The purpose of this policy is to outline the use of seclusion by school personnel in the Bonduel School District for students who exhibit disruptive behaviors. The use of seclusion by school personnel for students exhibiting disruptive behaviors should only be used under appropriate circumstances and according to professional standards. The immediate goal of seclusion is to defuse a dangerous situation, protect the student and others from injury, and regain a safe, controlled, and productive learning environment. The use of seclusion must be part of a continuum of positive behavioral interventions and supports in place for a disruptive student to teach appropriate pro-social skills and behaviors.

### Guidelines

1. A continuum of positive behavioral interventions and supports should be in place to teach appropriate pro-social behaviors to students demonstrating inappropriate behavior. Every attempt should be made to avoid the use of seclusion, but safety concerns are paramount.
2. Removing a student from the classroom to a seclusion room or area is a significant intervention. It is important to have other options for addressing inappropriate behavior, and when all other interventions appropriate to the circumstances have been attempted, seclusion may be used. It is important to use the least restrictive intervention appropriate under the circumstances. Least restrictive interventions fall on a continuum from least to most restrictive:
  - a. Least restrictive – Isolation (e.g. head down or returning to seat)
  - b. More restrictive - Segregation (e.g. moved to a corner or study carrel)
  - c. Most restrictive - Seclusion (e.g. alone in a separate room with supervision).
3. For the purposes of this policy, seclusion means the confinement of a student alone in an enclosed space from which the student is prevented from leaving or is not capable of leaving due to physical or intellectual incapacity. It does not include interventions such as:
  - a. In-School Suspension
  - b. Removal to the office or a classroom for intervention (processing of the incident)
  - c. Detention
  - d. Student requested a break
  - e. The student is instructed to return to his/her desk and/or sit on the sidelines
4. If it is anticipated that the use of seclusion of a student with a disability may be required, the use of seclusion as an intervention must be included in the child's Individualized Education Program (IEP) and in a Behavior Intervention Plan (BIP). If an unanticipated situation arises and the use of seclusion is required and not previously discussed with the

parent of a child with a disability, the parent should be notified as soon as possible after the incident. The IEP Team should meet to discuss the incident and whether to conduct a Functional Behavioral Assessment (FBA) and develop or modify a Behavior Intervention Plan (BIP) as soon as practicable after the incident.

5. For students without disabilities, the need for seclusion must be documented through the Building Consultation Team process. All students demonstrating the need for seclusion must have a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) located in their cumulative record.
6. A criterion for ending a seclusion period must be incorporated into the IEP or Building Consultation Team (BCT) student plan and used each time seclusion is deemed necessary. Options available include, but are not limited to the following:
  - a. Fixed time: generally 15 minutes or one (1) minute per year of age of the child (whichever is less) is a useful standard.
  - b. A minimal duration plus additional time until the appropriate behavior occurs (it is important that the student knows what the appropriate behavior is).
  - c. A minimal duration plus another fixed interval (usually to ensure that the student has regained behavioral self-control).
  - d. Demonstration of appropriate/acceptable behavior being clear to the student what the expected behavior is.
  - e. Note: For periods of seclusion lasting more than 15 minutes, students must have adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals.
7. For a student in seclusion constant adult supervision (visual contact) must be maintained while the student is in the seclusion area.
8. When seclusion is used, the District Seclusion/Restraint Report Form must be completed and provided to the Principal and the Director of Pupil Services.
9. Seclusion Room Criteria:
  - a. Must be safe and in compliance with all building and fire codes. The use of a room generally as a seclusion requires approval from the building Principal and the Director of Pupil Services.
  - b. Must be free from objects or fixtures with which the student could inflict bodily harm such as:
    - 1.) Light fixtures within reach of the student
    - 2.) Woodwork or molding that could be pulled free
    - 3.) Active electrical outlets
    - 4.) Pipes
    - 5.) Other...
  - c. Must allow for constant visual supervision of the student during the period of seclusion.

- d. The door serving the seclusion room is an exit access door providing an exit for the room. The door must be able to be opened from inside the room at all times and without the use of a key.
- e. Must provide for lighting appropriate to the circumstances

Legal Reference: Guidelines for the Use of Seclusion and Restraint in Special Education Programs  
Wisconsin Department of Public Instruction, September 2005  
Chapter 115 Wis. Stats  
Individuals with Disabilities Education Act (IDEA 2004)

Adopted: January 10, 2011