

## CHAPTER 5.00 – STUDENTS

### USE OF TIME OUT, SECLUSION AND PHYSICAL RESTRAINT FOR STUDENTS WITH DISABILITIES

5.343\*+

- I. The District shall implement a Positive Behavior Interventions and Supports for disruptive students to prevent and reduce significant disruptive behavior and to provide for the physical safety and security of students and staff when students pose a threat to themselves and/or others. The focus shall be on the use of the least restrictive but effective intervention(s) for each student.

- II. Time Out

Time out is a procedure in which access to varied sources of reinforcement is removed or reduced for a particular time period contingent on a response. Time-out does not necessarily require the physical removal of the student from the setting. Time-out is NOT a place. As a behavior reduction technique, the focus of the time-out is on those behaviors deemed to be problematic and in need of reduction or elimination. It does NOT specifically target the increase of appropriate or pro-social behaviors.

- III. Seclusion

“Seclusion” means the involuntary confinement of a student in a room or area alone and preventing the student from leaving the room or area. The term does not include time-out used as a behavior management technique intended to calm a student.

- A. State statute 1003.573 eliminates the use of Seclusion.

- IV. Physical Restraint

- A. Physical Restraint is the use of physical intervention techniques that involve physical force to restrict free movement of all or part of a student’s body. It is a method to prevent a student from harming himself/herself or others.
  - *Mechanical restraint is the use of a device that restricts a student’s freedom of movement.*
- B. Physical Restraint should only be used in an emergency situation when an immediate and significant threat to the student or others exists.
- C. Physical Restraint may only be implemented by trained, qualified school personnel. Except in the case where a student has presented themselves in a position of imminent risk of death or serious bodily injury.

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### V. Documentation and Reporting

All instances of physical restraint shall be documented and reported as required.

#### Monitoring and Analysis

- A. The use of all forms of physical restraint shall be monitored at the classroom, school, and District levels.
- B. The use of the behavior interventions, the appropriateness of use and the effectiveness of the interventions shall be analyzed.

### VI. Prohibitions

School personnel shall not

- A. Use a mechanical–or physical restraint that restricts a student’s breathing; or
  - Use Prone Restraint; or
  - Use mechanical or physical restraint as a means to gain compliance or as a form of de-escalation.
- B. Close, lock, or physically block a student in a room that is unlit or that does not meet the rules of the State Fire Marshal for a seclusion time out room; or
- C. Use Aversive Behavioral Therapies.
- D. Use Seclusion as a form of Time Out

### VII. Training

- A. The District shall provide initial training for designated personnel in the use of time out, seclusion, and physical intervention.
- B. Refresher training shall be conducted annually to designated personnel.
- C. Personnel who have been trained in physical restraint techniques in positions outside of the School District shall receive training in District methods.

### VIII. Procedures

The Superintendent shall develop procedures to implement this policy and related statutes. Procedures shall include but not be limited to the following

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- A. Parent / Guardian notification
- B. Incident reporting;
- C. Data collection;
- D. Monitoring and analysis;
- E. Plan for reducing the use of restraint and seclusion;
- F. Identification of staff to be trained; and
- G. Training components.
- H. Creation and Implementation of Crisis / Safety Plans

**STATUTORY AUTHORITY:** 1001.41, 1001.42, F.S.

**LAW(S) IMPLEMENTED:** 1001.43, 1003.32, 1003.573,  
1006.07, 1006.11, 1012.75, F.S.

**STATE BOARD OF EDUCATION RULE(S)** 6A-6.03312

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**NOTES:**