

PHYSICAL RESTRAINT AND SECLUSION

1. Statements of Values and Belief

- A. Social and emotional skills form a foundation for young people's success not just in school, but also as healthy and caring adults, productive workers, and engaged citizens. Positive student behavior in school is directly connected to increased motivation, efficient academic learning, high achievement, diminished disciplinary action, and increased graduation rates.
- B. Students and school personnel have the right to work in a safe environment. Implementation of a school-wide systematic approach to positive student behavior will improve overall school safety, will minimize the need for the use of restraint and seclusion, and will ensure that it is only used as a last resort in an emergency situation.
- C. The Elba Public School District authorizes staff members to use physical restraints and seclusion in limited situations. They may only be used under the circumstances specified in these policies.

2. Purpose

The purpose of these policies is to insure that all students and staff are safe in school, and that students who may have a behavior crisis are free from inappropriate use of physical restraint or seclusion.

3. Authorized Use

- A. The Elba. Public School District supports school-wide programs and services that motivate, teach and support positive behavior to create a school climate that is highly conducive to learning.
 - 1. Each school will establish practices that have the goal of making the school climate and environment welcoming and supportive of learning, and promote the recognition and reinforcement of appropriate student behavior.
 - 2. It is expected that school staff will implement positive behavior supports and interventions, functional behavioral assessments and related behavior plans, and constructive methods to deescalate potentially dangerous situations.
 - 3. When the district anticipates that a student is likely to behave in a way that maybe dangerous to the point of causing injury to someone, staff will conduct a functional behavior assessment and develop a positive behavior plan including a plan for teaching replacement behaviors.
 - a. The plan will be developed in cooperation with the parent or guardian.
 - b. This will occur whether or not the student is eligible for special education.