

Seclusion and Restraint for All Students
Alabama State Department of Education
Under “Regulations Governing Public Schools” in the
Alabama Administrative Code

290-3-1-.02-.01(f) Permissible Use of Seclusion and Restraint.

- (1) It is the policy of the State of Alabama to:
 - (a) Promote safety and prevent harm to all students, staff, and visitors in the public schools.
 - (b) Treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.
 - (c) Utilize seclusion and restraint, as defined below, in only emergency situations.
 - (d) Utilize neither seclusion nor restraint of a student in school settings as a punishment to force compliance.
 - (e) Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in Alabama public schools.
 - (f) Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.
 - (g) Promote the use of positive behavioral support (PBS) and interventions to address discipline and problem behaviors for all students.
 - (h) Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.

- (2) The following definitions apply in this section:
 - (a) "Assistive technology device" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.
 - (b) "Aversive procedure" means a physical or sensory intervention program for modifying the behavior of a student which causes or reasonably may be expected to cause one or more of the following:
 - 1. Significant physical harm, such as tissue damage, physical illness, or death.
 - 2. Serious, foreseeable long-term psychological impairment.
 - 3. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or

shower; slapping, pinching, or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; or denial of reasonable access to toileting facilities.

(c) "Behavioral intervention" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.

(d) "Chemical restraint" means a medication that is prescribed to restrict a student's freedom of movement for the control of extreme violent physical behavior.

(e) "Emergency" means a situation in which a person is exhibiting behavior that places self in immediate physical danger or others at risk of immediate physical danger.

(f) "IEP" means a student's Individualized Education Plan.

(g) "Law enforcement officer" means a sworn law enforcement officer with the power to arrest.

(h) "Mechanical restraint" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

(i) "Physical restraint" means the use of physical force to restrict the free movement of all or a portion of a student's body.

(j) "School personnel" means:

1. Employees of a local board of education.
2. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students.

3. Any person working on school grounds or at a school function for another agency providing educational or related services to students.

(k) "Seclusion" means the involuntary confinement of a student alone in an enclosed space from which the student is:

1. Physically prevented from leaving.
2. Not capable of leaving due to physical or intellectual incapacity.

(l) "Time-out" means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

(3) Physical Restraint.

(a) Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances:

1. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
2. As reasonably needed to maintain order or prevent or break up a fight.
3. As reasonably needed for self-defense.
4. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present in an emergency situation, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.

5. As reasonably needed to escort a student safely from one area to another.

6. If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.

7. As reasonably needed to prevent imminent destruction to school or another person's property.

(b) Except as set forth in subdivision (a) of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.

(c) Prone restraints that restrict the flow of air into a person's lungs are prohibited.

(d) School personnel shall not use physical restraint on a student except as an emergency intervention to prevent immediate or imminent injury to the student or others.

(e) Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.

(f) Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

(4) Mechanical Restraint.

(a) Mechanical restraint of students by school personnel is permissible only in the following circumstances:

1. When properly used as an assistive technology device included in the student's IEP or Section 504 plan or as otherwise prescribed for the student by a medical or related service provider.

2. When using seat belts or other safety restraints to secure students during transportation.

3. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.

4. As reasonably needed for self-defense.

5. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present in an emergency situation.

(b) Except as set forth in subdivision (a) of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited.

(c) Prone restraints that restrict the flow of air into a person's lungs are prohibited.

(d) Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices, such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

(5) Chemical restraints.

(a) Chemical restraints are medications used in addition to, or in replacement of, a student's regular drug regimen to control extreme violent physical behavior.

(b) Administering a chemical restraint to a student is prohibited.

(c) The medications that comprise the student's regular medical regimen, including PRN medications, are not considered chemical restraints, even if their purpose is to treat ongoing behavioral symptoms.

(d) Nothing in this subsection shall be construed to prohibit the administration of a chemical restraint when administered for therapeutic purposes under the direction of a physician and with the child's parent or guardian's consent to administer such chemical restraint.

(6) Seclusion.

(a) Seclusion of students by school personnel may be used in the following circumstances:

1. As reasonably needed to respond to a person in control of a weapon or other dangerous object.

2. As reasonably needed to maintain order or prevent or break up a fight.

3. As reasonably needed for self-defense.

4. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property.

5. When used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and

(i) The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times.

(ii) The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP or Section 504 plan.

(iii) The space in which the student is confined has been approved for such use by the local education agency.

(iv) The space is appropriately lighted.

(v) The space is appropriately ventilated and heated or cooled.

(vi) The space is free of objects that unreasonably expose the student or others to harm.

(b) Except as set forth in subdivision (a) of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted.

(c) Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence.

(d) Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.

(7) Time-Out. Time-out is permitted as a behavior management technique provided that:

(a) The space used for time-out is appropriately lighted, ventilated, and heated or cooled.

(b) The duration of the time-out is reasonable in light of the purpose of the time-out and the age of the child.

(c) The student is reasonably monitored while in time-out.

(d) The time-out space is free of objects that unreasonably expose the student or others to harm.

(8) Aversive Procedures. The use of aversive procedures as defined in this section is prohibited in public schools.

(9) Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under the *Code of Alabama, 1975, §16-1-14* or modifies the rules and procedures governing discipline under the *Code of Alabama, 1975, §16-28-12*.

(10) Notice, Reporting, and Documentation.

(a) Notice of procedures. – Each local board of education shall provide copies of this section and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year.

(b) Notice of specified incidents:

1. School personnel shall promptly notify the principal or principal's designee of:

(i) Any use of aversive procedures.

(ii) Any prohibited use of chemical, mechanical or physical restraint.

(iii) Any use of restraint resulting in observable physical injury to a student.

2. When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.

(c) As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of the following workday.

(d) The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 15 days after the incident. The written incident report shall include:

(i) The date, time of day, location, duration, and description of the incident and interventions.

(ii) The events or events that led up to the incident.

- (iii) The nature and extent of any injury to the student.
- (iv) The name of a school employee the parent or guardian can contact regarding the incident.
- (e) No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false.

(11) As specified in the *Code of Alabama, 1975, §26-14-3, (Title 26, INFANTS AND INCOMPETENTS. Chapter 14, REPORTING OF CHILD ABUSE OR NEGLECT)* nothing in this chapter shall preclude interagency agreements between departments of human resources, law enforcement, and other state agencies on procedures for investigating reports of suspected child abuse and neglect to provide for departments of human resources to assist law enforcement and other state agencies in these investigations.

(12) Nothing in this section shall be construed to create a private cause of action against any local board of education, its agents or employees, or any institutions of teacher education or their agents or employees or to create a criminal offense.

(13) Certification requirements.
The standards for approval of institutions of teacher education shall require that teacher education programs for all students include demonstrated competencies in positive behavioral support (PBS) and management of student behavior, effective communication techniques for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.

(14) Local education plan.
Each local education plan (school safety plan) shall include, at a minimum, the following training:

Professional development shall include training appropriate school personnel in positive behavioral support and management of disruptive or dangerous student behavior in order to limit and reduce the use of seclusion and restraint to protect students. Appropriate school personnel may include, but is not limited to, teachers, teacher assistants, school administrators, bus drivers, school resource officers, school psychologists, and school counselors. The training shall include instruction in positive behavioral support and management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint. The appropriate personnel with priority for the training shall include those staff members who are most likely to be called upon to prevent or

address disruptive or dangerous student behavior. Each local board of education shall include in its school safety plan procedures to evaluate the effectiveness of this training in preventing or addressing disruptive or dangerous student behavior. Local boards of education are encouraged to use available sources of discretionary revenue to train personnel in the management of disruptive or dangerous student behavior. By February 1, 2010, local boards of education shall amend their school safety plans to include this training. In the “Assurance of Compliance for Laws and Regulations Related to School Safety” document, each local education agency will document their compliance with the seclusion and restraint rule.

(15) Reporting Requirements.

Local schools shall maintain a record of incidents of seclusion and restraint reported under this rule and shall provide this information annually to the local board of education. The information provided to the local board of education will be subsequently reported annually to the State Department of Education.