

Procedures for the Use of Physical Restraint or Seclusion

Jefferson County Public Schools

Administrative Regulation 704 KAR 7.160 establishes the requirements for the use of physical restraint and seclusion in Kentucky public schools and sets forth the notification and data reporting requirements to be followed by districts. This document provides the procedures to be used by school personnel and district administrators in Jefferson County Public Schools (JCPS) to implement the requirements of 704 KAR 7:160.

This policy shall be posted on the JCPS website along with the Student Support and Behavior Intervention Handbook (i.e. The JCPS Code of Acceptable Behavior and Discipline), and distributed to all school principals and assistant principals during the first two weeks of each school year.

TRAINING FOR ALL SCHOOL PERSONNEL

All school personnel shall be trained annually regarding the use of physical restraint and seclusion as required by 704 KAR 7:160 in state and district policies and procedures regarding physical restraint, seclusion, and in using an array of positive behavioral supports and interventions to:

1. Increase appropriate student behaviors;
2. Decrease inappropriate or dangerous student behaviors; and
3. Respond to dangerous behavior.

This training shall be delivered utilizing web-based applications provided by the Kentucky Department of Education (KDE). This training shall include:

1. Appropriate procedures for preventing the need for physical restraint and seclusion, including positive behavioral supports and interventions;
2. State administrative regulations and school district policies and procedures regarding physical restraint and seclusion;
3. Proper use of positive reinforcement;
4. The continuum of use for alternative behavioral interventions;
5. Crisis prevention;
6. De-escalation strategies for responding to inappropriate or dangerous behavior, including verbal de-escalation, and relationship building; and
7. Proper use of seclusion, including instruction on monitoring physical signs of distress and obtaining medical assistance if necessary.

All school personnel shall receive annual written or electronic communication from the district identifying core team members in the school setting who have been trained to implement physical restraint.

CORE TEAM MEMBERSHIP

Each school building (except certain special schools) shall have a core team of at least five school personnel per building designated to respond to dangerous behavior and to implement physical restraint of students. The core team shall consist of: all Assistant Principals and all In School Security Monitors and any other staff members determined by the principal.

If the number of incidents in school where physical restraint or seclusion is used is proportionally higher than the district average for the previous school year, the principal shall meet with their Area Assistant Superintendent and the Assistant Superintendent for Climate and Culture, who is responsible for supervising district-wide implementation of Student Support and Behavior Intervention. They shall determine whether the number of trained core team members needs to be increased, and determine which individuals shall join the core team.

SAFE CRISIS MANAGEMENT (SCM) TRAINING FOR CORE TEAM MEMBERS

The core team, except school resource officers and other sworn law enforcement officers, shall receive additional yearly Safe Crisis Management (SCM) training. SCM is an internationally recognized crisis intervention training program copyrighted by JKM Training Incorporated, and is the only program authorized by JCPS for training core team members and other school staff.

Core team members shall receive SCM training in the following areas:

1. Appropriate procedures for preventing the use of physical restraint and seclusion except as permitted by this administrative regulation and school district procedures;
2. A description and identification of dangerous behaviors that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations, in order to determine whether the use of physical restraint is safe and warranted;
3. Simulated experience of administering and receiving physical restraint, and instruction regarding the effect on the person physically restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
4. Instruction regarding documentation and notification requirements and investigation of injuries; and
5. Demonstration by core team members of proficiency in the prevention and use of physical restraint.

JCPS utilizes SCM when physical restraint is necessary- SCM training covers crisis extensive de-escalation and physical intervention techniques that may be used by staff to prevent students from injury to self or others. SCM techniques are designed to use the least restrictive measures necessary for each individual student and situation.

1. Initial Standard SCM Trainee Training
 - a. Prior to participating in the use of SCM, an initial training of 12 hours must be completed; (6 hours of theory delivered via JKM's online learning course or by the trainer and 6 hours of physical intervention). The online theory learning course shall be completed within 30 days of being registered for the course and at least one day prior to receiving training on SCM emergency physical interventions); or
 - b. Prior to participating in the use of SCM, an initial training of 18 hours must be completed (6 hours of theory delivered via JKM's online learning course or by the trainer and 12 hours of physical intervention which includes side assists). The online theory learning course shall be completed within 30 days of being registered for the course and at least one day prior to receiving training on SCM emergency physical interventions);
 - c. All participants must pass a physical skill test with a score of 85% or better;
 - d. All participants must pass a written test with a score of 85% or better-; and
 - e. In the event a participant is temporarily unable to participate in SCM training the participant must provide a physician's statement citing the reason he/she is unable to participate. Participants unable to participate in SCM review classes due to a medical/physical condition must still attend the session they are due to maintain their training/knowledge level.
2. Ongoing SCM Training
 - a. All relevant staff will be required to continue their SCM training in verbal de-escalation and safe crisis intervention through their attendance and participation in annual practice, annual training and passing a yearly written test on theory and physical skills test;
 - b. Approximately 6 months after last certification date, participants must attend an annual 4 hour practice which will consist of de-escalation techniques and the review of physical skills.
 - c. Once per year, participants must attend a 6 hour re-certification (Standard SCM Training) or 12 hour recertification (All Inclusive SCM training) class to maintain their skill level training (3 hours of theory delivered via JKM's online learning course or by a JCPS trainer and 3-9 hours of physical intervention depending on the curriculum training needed). The online theory learning course must be completed within 30 days of being registered for the course and at least one day prior to receiving training on SCM emergency physical interventions); and
 - d. If a participant misses a annual review class he/she will be required to contact one of the SCM trainers to make arrangements for a make-up session;

- e. If a participant doesn't attend a practice and/or re-certification class annually he/she will receive a revocation notice and will no longer be considered trained in SCM and the individuals must complete the initial training again; and
 - f. Safe Crisis Management may be performed individually or as a team:
 - i. The only individual or team techniques that may be used are those approved by JKM Training Inc. and taught by JCPS Safe Crisis Management Trainers; and
 - ii. When a team technique is to be used a team leader must be chosen.
3. Safe Crisis Management trainers will:
- a. Be certified in SCM in the JCPS district training for no less than 6 months;
 - b. Receive Safe Crisis Management Coordinators permission to register after receiving permission from their Building Administrators;
 - c. Complete the 5 day JKM training for Safe Crisis Management and receive an Instructor's Certificate;
 - d. Complete a re-certification class yearly and maintain an Instructor's Certificate;
 - e. Meet with the Safe Crisis Management Coordinator prior to training at any JCPS facility;
 - f. Give a copy of their certificate from JKM to the Safe Crisis Management Coordinator to keep on file in central office;
 - g. Provide any data requested by the Safe Crisis Management Coordinator;
 - h. Stay in contact with and report to the Safe Crisis Management Coordinator for updated information or policy and procedures changes;
 - i. Contact the Safe Crisis Management Coordinator within twenty four hours of any major incidents that have taken place in JCPS related to the use of Safe Crisis Management;
 - j. Come to trainers meeting no less than twice a year; and
 - k. Follow all of Jefferson County Public Schools Safe Crisis Management Policies and Procedures;
4. Protocols for revocation or not receiving a JCPS staff's SCM certificate will include but not limited to:
- a. Not completing the recertification course;
 - b. Not passing the written test by 85%;
 - c. Not passing the physical skills test by 85%;
 - d. Not participating in an annual practice;
 - e. Noncompliance of following the 704 KAR 7:160 uses of Restraint and Seclusion in public schools. Remember there is no pain compliance or aversive for behavior. (Aversive: tending to avoid or causing avoidance of a noxious or punishing stimulus);
 - f. Not completing a re-certification class or passing it by 85%;
 - g. Substantiated claims of injuries to students or staff;
 - h. Substantiated claims of using SCM as a punishment without the student causing harm to self or others.
 - i. A Trainer has the discretion to give an individual a warning letter for minor infractions of SCM policy and procedures, that they have used SCM in a negative way; and
 - j. A Trainer will send a revocation letter stating an individual can no longer use SCM if they have purposely misused Safe Crisis Management with the intent to punish or hurt a student.
5. An individual will be given the choice to take the two day course again for SCM if it is because they cannot pass the written test by 85%, cannot pass the physical skills test by 85%, and/or have missed an annual practice session.
6. Any Safe Crisis Management trained individual that refuses to follow the state 704 KAR 7:160 of using SCM for other than harm to self or others, and chooses to use SCM with the intent to punish and harm a student will lose their SCM certification permanently and will be asked not to put hands on students.

USE OF PHYSICAL Restraint

1. Physical restraint techniques shall be used only by trained core team members, with the following limited exception:
 - a. Use of physical restraint by all school personnel is permitted when a student's behavior poses an imminent danger of physical harm to self or others in clearly unavoidable emergency circumstances. In such situations, staff who have not had core team training can physically restrain students, but shall summon core trained school personnel as soon as possible.

2. Physical restraint may only be implemented if:
 - a. The student's behavior poses an imminent danger of physical harm to self or others and as permitted under KRS 503.050, 503.070, and 503.110;
 - b. The physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication, unless the student uses sign language or an augmentative mode of communication as the student's primary mode of communication and the implementer determines that freedom of the student's hands for brief periods during the restraint appears likely to result in physical harm to self or others;
 - c. The student's physical and psychological well-being is monitored for the duration of the physical restraint;
 - d. Less restrictive behavioral interventions have been ineffective in stopping the imminent danger of physical harm to self or others, except in the case of a clearly unavoidable emergency situation posing imminent danger of physical harm to self or others; and
 - e. School personnel implementing the physical restraint are appropriately trained as core team members as required by Section 6(3) of 704 KAR 7:160, except to the extent necessary to prevent physical harm to self or others in clearly unavoidable emergency circumstances where other school personnel intervene and summon trained school personnel as soon as possible.
 - f. When implementing a physical restraint, school personnel shall use only the amount of force reasonably believed to be necessary to protect the student or others from imminent danger of physical harm.
 - g. The use of physical restraint shall end as soon as:
 - i. The student's behavior no longer poses an imminent danger of physical harm to self or others; or
 - ii. A medical condition occurs putting the student at risk of harm.
3. Physical restraint is prohibited in the following circumstances:
 - a. As a means of punishment;
 - b. To force compliance or to retaliate;
 - c. As a substitute for appropriate educational or behavioral support;
 - d. To prevent property damage in the absence of imminent danger of serious physical harm to self or others;
 - e. As a routine school safety measure;
 - f. As a convenience for staff; or
 - g. As a substitute for timeout.
4. Physical Restraint is to be a therapeutic response to the needs of the student who is endangering himself or others.
5. When implementing a physical restraint school personnel shall use only the amount of force reasonably believed to be necessary to protect the student or others from imminent danger of serious harm to self or others.
6. The use of physical restraint shall end as soon as the student's behavior no longer poses an imminent danger of serious physical harm to self or others or a medical condition occurs putting the student at risk of harm.
7. When implementing a physical restraint school personnel shall use only the amount of force reasonably believed to be necessary to protect the student or others from imminent danger of serious harm to self or others.
8. SCM techniques are designed to decrease the likelihood of injury to students and staff. Prevention of injury to all concerned is our primary goal.
9. School Personnel are prohibited from imposing the following on any student at any time:
 - a. Mechanical restraint;
 - b. Chemical restraint;
 - c. Aversive behavioral interventions;
 - d. Physical restraint that is life threatening;
 - e. Prone or Supine restraint;
 - f. Physical restraint if they know that physical restraint is contraindicated based on a student's disability, health care needs, or medical or physical condition; and
 - g. Pain compliance will not be used on any JCPS Student.
10. Permitted SCM Emergency Physical Safety Interventions

The following techniques are permitted for use by trained members of the core team.

- a. Individual assists include:
 - i. Cradle Assist
 - ii. Cross Arm Assist
 - iii. Shoulder Assist
 - iv. Upper Torso Assist
 - v. Cradle Transition to the floor Assist
 - vi. Upper Torso Transition to the floor Assist
 - vii. Seated/kneeling Cradle Assist
 - viii. Seated/Kneeling Upper Torso Assist
- b. Multiple Person Team Assists include:
 - i. Standing Bicep Assist
 - ii. Seated/Kneeling Bicep Assist
 - iii. Standing Upper Torso Assist
 - iv. Seated/kneeling Upper Torso Assist
 - v. Hook Assist
 - vi. Side assist (Certain Special Schools Only) Requires All Inclusive SCM Training (18 hours for initial and 9 hours for recertification)
- c. Escapes
 - i. Escape Front Choke
 - ii. Escape Rear Choke
 - iii. Escape Forearm Choke
 - iv. Escape Hair Pulls
 - v. Escape Wrist Grabs
 - vi. Escape Bites
 - vii. Escape Front Bear Hug
 - viii. Escape Back Bear Hug
- d. Team Transports

When it is necessary for a team to transport a student, there are three approved team transport techniques:

 - i. Cradle Assist transport
 - ii. Hook Carry Assist transport

USE OF SECLUSION

1. Seclusion may only be implemented if:
 - a. The student's behavior poses an imminent danger of physical harm to self or others;
 - b. The student is visually monitored for the duration of the seclusion;
 - c. Less restrictive interventions have been ineffective in stopping the imminent danger of physical harm to self or others; and
 - d. School personnel implementing the seclusion are appropriately trained to use seclusion.
2. Seclusion shall not be used in a public school or educational program:
 - a. As punishment or discipline;
 - b. To force compliance or to retaliate;
 - c. As a substitute for appropriate educational or behavioral support;
 - d. To prevent property damage in the absence of imminent danger of physical harm to self or others;
 - e. As a routine school safety measure;
 - f. As a convenience for staff; or
 - g. As a substitute for timeout.
3. The use of seclusion shall end as soon as:
 - a. The student's behavior no longer poses an imminent danger of physical harm to self or others; or
 - b. A medical condition occurs putting the student at risk of harm.
4. A setting used for seclusion shall:
 - a. Be free of objects and fixtures with which a student could inflict physical harm to self or others;

- b. Provide school personnel a view of the student at all times;
- c. Provide adequate lighting and ventilation;
- d. Be reviewed by district administration to ensure programmatic implementation of guidelines and data related to its use;
- e. Have an unlocked and unobstructed door; and
- f. Have at least an annual fire and safety inspection.

REQUIRED DOCUMENTATION OF PHYSICAL RESTRAINTS AND SECLUSIONS

1. All physical restraint and seclusions shall be documented in the Infinite Campus student data system. School personnel designated as being responsible for maintaining behavior records shall receive annual training in the procedures established by KDE to properly enter data regarding the use of restraint and seclusion.
2. The student must be checked for injuries and a Student Injury Form must be completed immediately if injuries are found.
3. All staff involved in or witnesses the use of SCM Emergency Safety Procedures of any restraint must complete an electronic Student Behavior Response Form before leaving the building.
4. All physical restraints and seclusions shall be documented by a written record of each use of seclusion or physical restraint and be maintained in the student's education record.
5. The physical restraint or seclusion record shall be completed by the end of the next school day following the use of seclusion or physical restraint.
6. Each record of use of physical restraint or seclusion shall be reviewed by an interview with the student and shall include:
 - a. The student's name;
 - b. A description of the use of a physical restraint or seclusion and the student behavior that resulted in the physical restraint or seclusion;
 - c. The date of the physical restraint or seclusion and school personnel involved;
 - d. The beginning and ending times of the physical restraint or seclusion;
 - e. A description of any events leading up to the use of physical restraint or seclusion including possible factors contributing to the dangerous behavior;
 - f. A description of the student's behavior during physical or seclusion;
 - g. A description of techniques used in physically restraining or secluding the student and any other interactions between the student and school personnel during the use of physical restraint or seclusion;
 - h. A description of any behavioral interventions used immediately prior to the implementation of physical restraint or seclusion;
 - i. A description of any injuries to students, school personnel, or others;
 - j. A description as to how the student's behavior posed an imminent danger of physical harm to self or others;
 - k. The date the parent was notified;
 - l. A description of the effectiveness of physical restraint or seclusion in de-escalating the situation;
 - m. A description of the school personnel response to the dangerous behavior;
 - n. A description of the planned positive behavioral interventions which shall be used to reduce the future need for physical restraint or seclusion of the student; and
 - o. For any student not identified as eligible for services under either Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act, documentation of a referral under either law or documentation of the basis for declining to refer the student.

REQUIRED NOTIFICATIONS AND COMMUNICATIONS REGARDING PHYSICAL RESTRAINTS AND SECLUSIONS

1. In addition to appropriate documentation in Infinite Campus, in the event of event of death, substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty resulting from the use of physical restraint or seclusion:

- a. The principal or other school administrator shall immediately notify the Assistant Superintendent for Climate and Culture, Area Assistant Superintendent and Supervisor of Safe Crisis Management, who is responsible for supervising district-wide implementation of Student Support and Behavior Intervention; and
 - b. Within 24 hours, the Assistant Superintendent for Climate and Culture shall notify in writing the Kentucky Department of Education and local law enforcement.
2. For occurrences lasting longer than 20 minutes, staff will contact the student's legal guardian or emergency contact person for assistance. If contact cannot be made, the Building Principal or Designee will make the decision to call for other assistance such as the Police or Emergency Medical Persons.
3. Parents/Guardians must be notified when a SCM physical restraint or seclusion has been implemented with their child.
4. If the student is not an emancipated youth, the parent of the student shall be notified of the physical restraint and seclusion verbally or through electronic communication, if available to the parent, as soon as possible within twenty-four (24) hours of the incident.
 - a. If the parent cannot be reached within twenty-four (24) hours, a written communication shall be mailed to the parent via U.S. mail.
 - b. The parent will be notified at the time of communication of their right to be part of the debriefing.
5. The principal of the school shall be notified of the seclusion or physical restraint as soon as possible, but no later than the end of the school day on which it occurred.
6. A debriefing session shall be held as soon as possible after the imposition of physical restraint or seclusion upon a student with the student and/or parent at parent request. The following persons shall participate in the debriefing session:
 - c. The implementer of the physical restraint or seclusion;
 - d. At least two (2) of any other school personnel who were in the proximity of the student immediately before or during the physical restraint or seclusion;
 - e. The parent of an unemancipated student if a parent request to attend;
 - f. The student, if the parent requests, or if the student is an emancipated youth; and
 - g. Appropriate supervisory and administrative school personnel, which may include appropriate Admissions and Release Committee members, Section 504 team members, or response to intervention team members.
7. The debriefing session shall occur as soon as practicable, but not later than five (5) school days following the restraint or seclusion and/or request of the parent or the emancipated youth, unless delayed by written mutual agreement of the parent or emancipated youth and the school.
8. The debriefing session shall include:
 - h. Identification of the events leading up to the seclusion or physical restraint;
 - i. Consideration of relevant information in the student's records and information from teachers, parents, other school district professionals, and the student;
 - j. Planning for the prevention and reduction of the need for seclusion or physical restraint, with consideration of recommended appropriate positive behavioral supports and interventions to assist school personnel responsible for implementing the student's IEP, or Section 504 plan, or response to intervention plan, if applicable, and consideration of whether positive behavioral supports and interventions were implemented with fidelity; and
 - k. For any student not identified as eligible for services under either Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act, documentation of a referral under either law or documentation of the basis for declining to refer the student.
 - l. All documentation utilized in the debriefing session shall become part of the student's education record.
9. After the debriefing session is held, a parent of legal guardian who is not satisfied with the outcome may submit a complaint to the Assistant Superintendent for Climate and Culture, who is responsible for supervising district-wide implementation of Student Support and Behavior Intervention. The Assistant Superintendent or designee shall to investigate the circumstances surrounding the physical restraint or seclusion, make written findings, and if appropriate, take corrective action.

DATA COLLECTION AND REVIEW

1. The following data shall be reported by the district in the Infinite Campus student information system related to incidents of physical restraint and seclusion:
 - a. Aggregate number of uses of physical restraint;
 - b. Aggregate number of students placed in physical restraint;
 - c. Aggregate number of uses of seclusion;
 - d. Aggregate number of students placed in seclusion;
 - e. Aggregate number of instances of substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty to students related to physical restraint and seclusion;
 - f. Aggregate number of instances of substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty to school personnel related to physical restraint and seclusion; and
 - g. Aggregate number of instances in which a school resource officer or other sworn law enforcement officer is involved in the physical restraint or seclusion of a student.
2. Assistant Superintendent for Climate and Culture and members of the Behavior Support and Intervention Implementation Team shall:
 - a. Review data regarding physical restraints and seclusions at least twice monthly to:
 - i. Inform the development and implementation of strategies to ensure effective implementation;
 - ii. Ensure that procedures designed to ensure the safety of all students school personnel, and visitors are being followed with fidelity; and
 - iii. To identify schools in need of additional support
 - b. Review existing policies and procedures at least annually to determine whether amendments are needed.

DEFINITIONS (from 704 KAR 7:160)

- (1) "Aversive behavioral interventions" means a physical or sensory intervention program intended to modify behavior that the implementer knows would cause physical trauma, emotional trauma, or both, to a student even when the substance or stimulus appears to be pleasant or neutral to others and may include hitting, pinching, slapping, water spray, noxious fumes, extreme physical exercise, loud auditory stimuli, withholding of meals, or denial of reasonable access to toileting facilities.
- (2) "Behavioral intervention" means the implementation of strategies to address behavior that is dangerous or inappropriate, or otherwise impedes the learning of the students.
- (3) "Chemical restraint" means the use of medication to control behavior or restrict a student's freedom of movement that includes over-the-counter medications used for purposes not specified on the label but does not include medication prescribed by a licensed medical professional and supervised by qualified and trained individuals in accordance with professional standards.
- (4) "Dangerous behavior" means behavior that presents an imminent danger of physical harm to self or others but does not include inappropriate behaviors such as disrespect, noncompliance, insubordination, or out of seat behaviors.
- (5) "De-escalation" means the use of behavior management techniques intended to:
 - a. Mitigate and defuse dangerous behavior of a student; or
 - b. Reduce the imminent danger of physical harm to self or others.
- (6) "Emancipated youth" means a student under the age of eighteen (18) who is or has been married or has By court order or otherwise been freed from the care, custody, and control of the student's parents.
- (7) "Emergency" means a sudden, urgent occurrence, usually unexpected but sometimes anticipated, that requires immediate action.
- (8) "Mechanical restraint" means the use of any device or equipment to restrict a student's freedom of movement, but does not include:
 - a. A device implemented by trained school personnel or utilized by a student that has been prescribed by an appropriate medical or related services professional that is used for the specific and approved purposes for which the device was designed;

- b. An adaptive device or mechanical support used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of the device or mechanical support;
 - c. A vehicle safety restraint if used as intended during the transport of a student in a moving vehicle;
 - d. Restraint for medical immobilization; or
 - e. An orthopedically prescribed device that permits a student to participate in activities without risk of harm.
- (9) "Parent" means a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian of the student.
- (10) "Physical Assist" or "Physical Restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely, but does not include:
- a. Temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of encouraging a student to move voluntarily to a safe location;
 - b. A behavioral intervention, such as proximity control or verbal soothing, used as a response to calm and comfort an upset student;
 - c. Less restrictive physical contact or redirection to promote student safety; or
 - d. Physical guidance or prompting when teaching a skill or redirecting the student's attention.
- (11) "Positive behavioral supports" means a school-wide systematic approach to embed evidence-based practices and data-driven decision-making to:
- a. Improve school climate and culture in order to achieve improved academic and social outcomes;
 - b. Increase learning for all students, including those with the most complex and intensive behavior needs;
 - c. Encompass a range of systemic and individualized positive strategies to reinforce desired behaviors;
 - d. Diminish reoccurrence of inappropriate or dangerous behaviors; and
 - e. Teach appropriate behaviors to students.
- (12) "Prone restraint" means the student is restrained in a face down position on the floor or other surface, and physical pressure is applied to the student's body to keep the student in the prone position.
- (13) "School personnel" means teachers, principals, administrators, counselors, social workers, psychologists, paraprofessionals, nurses, librarians, school resource officers, sworn law enforcement officers, and other support staff who are employed in a school or who perform services in the school on a contractual basis.
- (14) "School resource officer" is defined in KRS 158.441(2).
- (15) "Seclusion" means the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving but does not mean classroom timeouts, supervised in-school detentions, or out-of-school suspensions.
- (16) "Student" means any person enrolled in a preschool, school level as established in 703 KAR 5:240, Section 5, or other educational program offered by a local public school district.
- (17) "Supine restraint" means the student is restrained in a face up position on the student's back on the floor or other surface, and physical pressure is applied to the student's body to keep the student in the supine position.
- (18) "Timeout" means a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.