

Robert F. Kennedy Charter School is committed to providing safe environments for all students. Crisis intervention techniques are intended to de-escalate a student and utilize restraint and/or seclusion only as a last resort. There are times when it becomes necessary for staff to use reasonable restraint and/or seclusion to protect a student from harming himself/herself or to protect others from perceived or actual harm.

Persons employed by the Robert F. Kennedy Charter School may, within the scope of their employment, including involvement in extracurricular and co-curricular activities, use and apply such amount of force for such period of time as is reasonable and necessary only if the following two conditions exist:

- the student's behavior presents an imminent danger of serious physical harm to the student or others; and
- less restrictive interventions appear insufficient to mitigate the imminent danger of serious physical harm

Before resorting to use of restraint or seclusion, a school must use de-escalation strategies and positive behavioral intervention supports to take steps to actively avoid the use of restraint and seclusion.

If a student has been restrained or secluded two or more times within 30 calendar days, the school shall review strategies used to address the student's behavior and determine whether the student needs a functional behavior assessment or referral to a student assistance team, behavioral intervention plan, or – if a student has an IEP – a referral to the student's IEP team.

If a student has been restrained or secluded two or more times within 30 calendar days, the student's IEP team, behavioral intervention plan team, or student assistance team shall meet within two weeks of each subsequent use of restraint or seclusion to provide recommendations for avoiding future incidents requiring the use of restraint or seclusion.

The review shall include whether school personnel involved in the incidents were trained in the use of de-escalation strategies, positive behavioral intervention supports, or restraint and seclusion techniques. Additionally, the review shall consider whether the individual who restrained or secluded a student needs additional training.

Nothing in the Public-School Code or rules precludes school staff from conducting reviews of student behaviors or convening the student's IEP team, behavioral intervention plan team, or student assistance team more frequently than required by the restraint and seclusion law and rules, if necessary.