



2011 SENATE BILL 353

1 AN ACT *to create* 115.787 (2) (i) and 118.305 of the statutes; **relating to:** the use
2 of seclusion and physical restraint on pupils in public schools.

Analysis by the Legislative Reference Bureau

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

3 SECTION 1. 115.787 (2) (i) of the statutes is created to read:

4 115.787 (2) (i) If the individualized education program team determines that
5 the use of seclusion, as defined in s. 118.305 (1) (i), or physical restraint, as defined
6 in s. 118.305 (1) (g), may reasonably be anticipated for the child, appropriate positive
7 interventions and supports and other strategies that address the behavior of concern
8 and that comply with all of the following:

9 1. The interventions, supports, and other strategies are based upon a
10 functional behavior assessment of the behavior of concern.

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1 2. The interventions, supports, and other strategies incorporate the use of the
2 term “seclusion” or “physical restraint.”

3 3. The interventions, supports, and other strategies include positive behavioral
4 supports.

5 **SECTION 2.** 118.305 of the statutes is created to read:

6 **118.305 Use of seclusion and physical restraint. (1) DEFINITIONS.** In this
7 section:

8 (a) “Child” has the meaning given in s. 115.76 (3).

9 (b) “Child with a disability” has the meaning given in s. 115.76 (5).

10 (c) 1. “Covered individual” means all of the following, except as provided in
11 subd. 2.:

12 a. An individual who is employed by a governing body, or under contract with
13 a governing body as an independent contractor, to provide services for the benefit of
14 the school governed by the governing body.

15 b. An individual who is employed by a person under contract with a governing
16 body to provide services for the benefit of the school governed by the governing body.

17 c. An individual who is engaged in student teaching under the supervision of
18 an individual described in subd. 1. a.

19 2. “Covered individual” does not include any of the following:

20 a. A member of a governing body.

21 b. A law enforcement officer who is authorized or designated by a governing
22 body to perform any duty under s. 118.125 (1) (bL) 1. or 2. in a school governed by the
23 governing body.

24 (d) “Governing body” means the governing body in charge of a school.

25 (c) “Individualized education program” has the meaning given in s. 115.76 (9).

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1 (f) “Parent” has the meaning given in s. 115.76 (12).

2 (g) “Physical restraint” means a restriction that immobilizes or reduces the
3 ability of a pupil to freely move his or her torso, arms, legs, or head.

4 (h) “School” means a public school, including a charter school.

5 (i) “Seclusion” means the involuntary confinement of a pupil, apart from other
6 pupils, in a room or area from which the pupil is physically prevented from leaving.

7 **(2) SECLUSION; CONDITIONS FOR USE.** A covered individual may use seclusion on
8 a pupil at school only if all of the following apply:

9 (a) The pupil’s behavior presents a clear, present, and imminent risk to the
10 physical safety of the pupil or others and it is the least restrictive intervention
11 feasible.

12 (b) A covered individual maintains constant supervision of the pupil, either by
13 remaining in the room or area with the pupil or by observing the pupil through a
14 window that allows the covered individual to see the pupil at all times.

15 (c) The room or area in which the pupil is secluded is free of objects or fixtures
16 that may injure the pupil.

17 (d) The pupil has adequate access to bathroom facilities, drinking water,
18 necessary medication, and regularly scheduled meals.

19 (e) The duration of the seclusion is only as long as necessary to resolve the clear,
20 present, and imminent risk to the physical safety of the pupil or others.

21 (f) No door connecting the room or area in which the pupil is secluded to other
22 rooms or areas is capable of being locked.

23 **(3) PHYSICAL RESTRAINT; CONDITIONS FOR USE.** A covered individual may use
24 physical restraint on a pupil at school only if all of the following apply:

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1 (a) The pupil's behavior presents a clear, present, and imminent risk to the
2 physical safety of the pupil or others and it is the least restrictive intervention
3 feasible.

4 (b) There are no medical contraindications to its use.

5 (c) The degree of force used and the duration of the physical restraint do not
6 exceed the degree and duration that are reasonable and necessary to resolve the
7 clear, present, and imminent risk to the physical safety of the pupil or others.

8 (d) None of the following maneuvers or techniques are used:

9 1. Those that do not give adequate attention and care to protecting the pupil's
10 head.

11 2. Those that cause chest compression by placing pressure or weight on the
12 pupil's chest, lungs, sternum, diaphragm, back, or abdomen.

13 3. Those that place pressure or weight on the pupil's neck or throat, on an
14 artery, or on the back of the pupil's head or neck, or that otherwise obstruct the pupil's
15 circulation or breathing.

16 (e) It does not constitute corporal punishment, as defined in s. 118.31 (1).

17 (f) The covered individual does not use a mechanical or chemical restraint on
18 the pupil. The use of supportive equipment to properly align a pupil's body, assist
19 a pupil to maintain balance, or assist a pupil's mobility, under the direction and
20 oversight of appropriate medical or therapeutic staff, does not constitute the use of
21 a mechanical restraint.

22 **(4)** NOTIFICATION AND REPORTING FOLLOWING USE OF SECLUSION OR PHYSICAL
23 RESTRAINT. (a) Whenever seclusion or physical restraint is used on a pupil at school,
24 the school principal or his or her designee shall do all of the following:

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1 1. As soon as practicable, but no later than one business day after the incident,
2 notify the pupil's parent of the incident and of the availability of the written report
3 under subd. 2.

4 2. Within 2 business days after the incident and after consulting with the
5 covered individuals present during the incident, prepare a written report containing
6 all of the following information:

7 a. The pupil's name.

8 b. The date, time, and duration of the use of seclusion or physical restraint.

9 c. A description of the incident, including a description of the actions of the
10 pupil before, during, and after the incident.

11 d. The names and titles of the covered individuals present during the incident.

12 (b) Each report prepared under par. (a) 2. shall be retained by the school and
13 made available for review by the pupil's parent within 3 business days of the
14 incident.

15 (c) Annually by September 1, the principal of each school or his or her designee
16 shall submit to the governing body a report containing all of the following:

17 1. The number of incidents of seclusion and of physical restraint in the school
18 during the previous school year.

19 2. The total number of pupils who were involved in the incidents and the
20 number of children with disabilities who were involved in the incidents.

21 **(5) CHILD WITH A DISABILITY.** The first time that seclusion or physical restraint
22 is used on a child with a disability, the child's individualized education program team
23 shall convene in the manner provided in s. 115.787 (4) as soon as possible after the
24 incident. The child's individualized education program team shall review the child's
25 individualized education program to ensure that it contains appropriate positive

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1 behavioral interventions and supports and other strategies to address the behavior
2 of concern, as provided in s. 115.787 (2) (i), and revise it if necessary.

3 **(6) PHYSICAL RESTRAINT; TRAINING.** (a) Except as provided in par. (c), no covered
4 individual may use physical restraint on a pupil at school unless he or she has
5 received training in the use of physical restraint that includes all of the following
6 components:

7 1. Methods of preventing the need for physical restraint.

8 2. An identification and description of dangerous behavior that may indicate
9 the need for physical restraint and methods of evaluating risk of harm in order to
10 determine whether physical restraint is warranted.

11 3. Experience in administering and receiving various types of physical
12 restraint.

13 4. Instruction regarding the effects of physical restraint on the person
14 restrained, in monitoring signs of physical distress, and in obtaining medical
15 assistance.

16 5. Instruction in documenting and reporting incidents of physical restraint.

17 6. A requirement that the trainee demonstrate proficiency in administering
18 physical restraint.

19 (b) The governing body shall ensure that all of the following apply in each school
20 that it operates in which physical restraint is used:

21 1. At least one covered individual has received training in the use of physical
22 restraint under par. (a).

23 2. The school maintains a record of the training received by the covered
24 individual under par. (a), including the period during which the training is
25 considered valid by the entity that trained the covered individual.

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1 (c) A covered individual who has not received training in the use of physical
2 restraint under par. (a) may use physical restraint on a pupil at school only in an
3 emergency and only if a covered individual who has received training in the use of
4 physical restraint under par. (a) is not immediately available due to the unforeseen
5 nature of the emergency.

6 **(7) CONSTRUCTION.** Nothing in this section prohibits a covered individual from
7 doing any of the following at school if the pupil is not confined to an area from which
8 he or she is physically prevented from leaving:

9 (a) Directing a pupil who is disruptive to temporarily separate himself or
10 herself from the general activity in the classroom to allow the pupil to regain
11 behavioral control and the covered individual to maintain or regain classroom order.

12 (b) Directing a pupil to temporarily remain in the classroom to complete tasks
13 while other pupils participate in activities outside the classroom.

14 (c) Briefly touching or holding a pupil's hand, arm, shoulder, or back to calm,
15 comfort, or redirect the pupil.

16 **SECTION 3. Effective date.**

17 (1) This act takes effect on September 1, 2012.

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(END)