



Seclusion & Restraint Guidelines and Procedures

Under Louisiana Act 522 and Louisiana Bulletin 1706, revised April 20, 2012

INTRODUCTION

This document provides procedures and guidance for the use, reporting, documentation, and oversight of seclusion and restraint at Fannie C. Williams Charter School in accordance with regulations and guidance by the Board of Elementary and Secondary Education, Louisiana Department of Education (LDE). These procedures specifically address the statutory requirements of Louisiana Act 522 of 2016 and Louisiana Bulletin 1706, as revised April 20, 2012, regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies used by the Fannie C. Williams Charter School and its personnel in addressing the educational needs of students. Fannie C. Williams Charter School has adopted a proactive approach and will apply Seclusion/Restraint policies and procedures to all students, not only children with exceptionalities.

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Chief Executive Officer's Directives

The Community Leaders Advocating Student Success (C.L. A. S. S.) Board of Directors has approved the following guidelines and procedures relative to the use of seclusion and restraint by its employees at Fannie C. Williams Charter School:

- A. Notification requirements for school officials and parents/legal guardians:
Parents must be notified within 24 hours of physical restraint or seclusion is used on their child. Date, time, method and person contacting the parent must also be documented. Copies of documentation should be signed by the person completing the form and the school administrator. Copies of documentation must be sent within 24 hours of action to the Parent, Administrative Director, Director of Special Education (if student has an exceptionality), and Principal.
- B. Training requirements relative to the use of restraint:
Each school must have a seclusion and restraint team (SAR Team). The team must consist of, at a minimum: school administrators, one teacher per grade level or hallway/school building, school social worker, school nurse, and School Security Officer. Guidance counselors, teachers, related service providers, paraprofessionals, school bus drivers, bus attendants, cafeteria workers, custodians, other school system personnel will be trained on an as needed basis. The training program implemented by Fannie C. Williams Charter School is the Non Violent Crisis Intervention (NCI) Program by Crisis Prevention Institute (CPI).
Training will include:
 1. Preventive Techniques
 - a. Understanding of Crisis Development Model
 - b. Non-verbal and Para-verbal communication
 - c. Understanding of defensive behavior
 - d. Precipitating factors
 - e. Physical Intervention-Disengagement skills
 2. Physical Restraints
 - a. Knowledge of restraints/holding skills and the risk of improper restraint.
 - b. Execution of approved restraints/holding skills by participants with 100% accuracy.
 - c. Re-establishing communication with student to reenter the classroom.
 3. Written exam which must be completed with 80% accuracy.

4. Staff members certified to use restraints/holding skills must re-certify every four years and complete a refresher course every two years.

5. Documentation of certified personnel will be maintained by the crisis interventionists.

C. Explanation of methods of district approved physical restraint/holding skills:

1. Children's Control Position - allows a staff member to maintain a balanced stance while managing the child.

2. Team Control Position - is more than two staff members used to manage individuals who have become dangerous to themselves or others.

3. Transport Position - assists staff members to safely move an individual who is beginning to regain control.

4. Interim Control Position - is a temporary control position that allows the staff member to maintain control of both of the individual's arms, if necessary, for a short time.

D. Dissemination of Guidelines:

1. Seclusion and Restraint Guidelines and Procedures are posted on the Fannie C. Williams School web site with access by all school employees.

2. A hardcopy of the Seclusion and Restraint Guidelines and Procedures will be kept in the Special Education discipline handbook.

3. Dissemination To Parents – Parents will have access to Seclusion and Restraint Guidelines and Procedures from the Fannie C. Williams website. Parents without internet access or who would like a paper copy may request a copy from the school.

The Student Code of Conduct which is distributed to all parents includes a statement about how and where to access these guidelines and procedures.

E. Notification to the Louisiana Department of Education:

A copy of Seclusion and Restraint Guidelines and Procedures will be emailed to the Louisiana Department of Education by Fannie C. Williams Charter School's Director of Special Education. Maintaining documentation of all instances of seclusion and physical restraint/holding shall be the responsibility of the Director of Special Education. The Director of Special Education or his/her designee shall be responsible for informing the LDE of all instances per LDE requirements.

SECLUSION AND RESTRAINT GUIDELINES AND PROCEDURES

Seclusion is an involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This procedure isolates and confines a student until he or she is no longer an immediate danger to self or others. It may be used on an individual basis for limited time to allow the student the opportunity to regain control in a private setting. This method must not be used to address behaviors such as general noncompliance, self-stimulation, and academic refusal. Such behaviors must be responded to with less stringent and restrictive techniques. Seclusion Room is a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving. This term does not include a timeout, which is 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.

A Seclusion Room or other confined area must:

- be free of any object that poses a danger to the student who is placed there;
- have an observation window;
- have a ceiling height and heating, cooling, ventilation, and lighting system comparable to an operating classroom in the school; and
- be of a size that is appropriate to the student's size, behavior, and chronological and developmental age.

A student placed in seclusion must be monitored/supervised at all times by an adult. Monitoring requires close, visual proximity to the student and release as soon as the behaviors that led to the seclusion cease.

A Mechanical Restraint is the use of any device or object used to limit a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, such as:

- adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;

- vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- restraints for medical immobilization; or
- orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

It also does not include any device used by a duly licensed law enforcement office in the execution of his or her official duties.

A Physical Restraint is using bodily force to limit the movement of a student's torso, arms, legs, or head.

This term does not include:

- consensual, solicited, or unintentional contact;
- momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person;
- holding of a student, by one school employee, for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted;
- minimal physical contact for the purpose of safely escorting a student from one area to another; or
- minimal physical contact for the purpose of assisting the student in completing a task or response.

Every effort should be made to prevent the need for using seclusion or restraint techniques. Environments should be structured and focused on positive interventions and supports to greatly reduce, and in many cases eliminate, the need to use restraint or seclusion. Seclusion and restraint **MUST NOT** be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.

No student should be:

- subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint;
- placed in seclusion or physically restrained if he or she is known to have any medical or psychological condition that precludes such action, as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled; and
- subjected to mechanical restraints to restrict a student's freedom of movement.

These guidelines apply to ALL students, not just those with disabilities. The use of seclusion and/or restraint should:

- be reserved for situations or conditions where there is imminent danger of serious physical harm to the student, other students, or school or program staff and other interventions are ineffective;
- not be used except to protect the student and others from serious harm and to defuse imminently dangerous situations in the classroom or other non-classroom school settings (e.g., hallways, cafeteria, playground, sports field);
- only be used by trained personnel;
- never involve mechanical restraints to restrict a student's freedom of movement; and
- never involve a drug or medication to control behavior or restrict freedom of movement (except as prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority under State law, and administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law).

MONITORING & DOCUMENTATION

Seclusion and physical restraint of students with disabilities require monitoring, documentation, and analysis of data collected:

1. Continuous monitoring of the student under restraint or seclusion is required.
2. Student must be released/removed as soon as the reasons for the action have subsided and the student is no longer an immediate risk of harm to self or others.
3. The person/employee who used seclusion or restraint shall complete the Seclusion Report Form and/or the Restraint Report Form for each incident of seclusion and/or restraint. The forms can be received from the Special Education Chairperson, Principal, or Dean of Students.
4. The Seclusion Report Form and/or the Restraint Report Form must be provided to the student's parent/guardian, the Special Education Chairperson, and the Principal within 24 hours of EACH incident of seclusion/restraint.
5. Each incident of seclusion and restraint must be reported to the Louisiana Department of Education through the Special Education Reporting (SER) system.
6. When a student is involved in 5 incidents in a single school year*, convene the IEP Team to review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports. *Five (5) incidents in a school year

includes the cumulative number of incidents of restraint AND seclusion AND holding.
(e.g., 2 restraints + 3 seclusions = 5 incidents)

DEFINITIONS

Crisis Prevention Institute (CPI) – The institute whose purpose is to formally validate the global standard of providing high-quality, meaningful training in the safe management of disruptive and assaultive behavior and to formally recognize professionals and other stakeholders committed to that standard.

Emergency - A sudden, generally unexpected, set of circumstances that requires immediate action.

Imminent Risk of Harm - An immediate and impending threat of a person causing substantial physical injury to self or others. The risk is “imminent” if it is likely to occur within a matter of moments.

Mechanical Restraint - the use of any device or object used to limit a student’s freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed

Non-Violent Crisis Intervention (NCI) – The research based training program developed and published by Crisis Prevention Institute (CPI) adopted by the Assumption Parish School System.

Non-Violent Physical Crisis Intervention - Includes physical restraint/hold control positions that restrict a youth’s movement for the management of violent or self-destructive behavior that jeopardizes the immediate physical safety of the student or others.

The approved holds:

1. Child Control Position
2. Team Control Position
3. Transport Position
4. Interim Control Position Physical Escort - minimal physical contact for the purpose of safely escorting a student from one area to another

Physical Restraint - using bodily force to limit the movement of a student’s torso, arms, legs, or head.

Positive Behavior Interventions and Support (PBIS) - A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

Seclusion - an involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This procedure isolates and confines a student until he or she is no longer an immediate danger to self or others. It may be used on an individual basis for limited time to allow the student the opportunity to regain control in a private setting.

Seclusion Room - a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.

School Employee - A teacher, paraprofessional, administrator, support staff member, school social worker, school psychologist, school nurse, School Security Officer, guidance counselors, paraprofessionals, school bus drivers, bus attendants, cafeteria workers, custodians, or a provider of related services.

Substantial Risk of Injury – Behavior expressed through verbal and/or physical means to cause serious physical harm to self or others, whether or not directly or substantially considered to be a manifestation of the student’s disability.

Time-Out – A behavior reduction procedure that involves the absence of positive reinforcement for a limited period of time.

Time-out may include:

(1) Inclusionary time-out where the student remains in sight and sound of others in the classroom; or

(2) Exclusionary time-out where the student leaves the learning environment and goes to another location but is not isolated and prevented from leaving.

These forms of time-out do NOT constitute seclusion but must be monitored and documented at the school level to ensure that repetitive incidents of time-out do not occur and, if occurring, do not result in substantial isolation of the student from instructional activities.