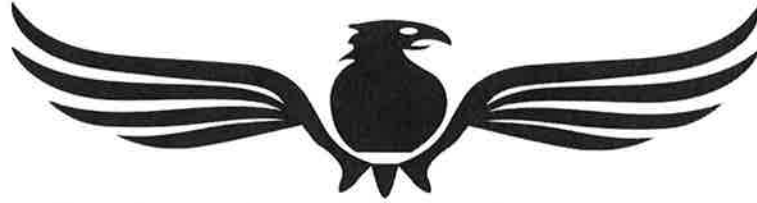


GREATER GRACE CHARTER ACADEMY



SOARING TO EXCELLENCE
BUILDING CHARACTER | NURTURING RELATIONSHIPS | INSPIRING LEADERS

Greater Grace Charter Academy
Seclusion and Restraint
Guidelines and Procedures

Under Louisiana Act 522 and Louisiana Bulletin 1706,
Revised 2012

September 2017

INTRODUCTION

This document provides procedures and guidance for the use, reporting, documentation, and oversight of seclusion and restraint in the Greater Grace Charter Academy (GGCA) School System 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 Greater Grace Charter Academy School System and its personnel in addressing the educational needs of students.

For the purposes of this document, GGCA may encompass policies adopted by Greater Grace Charter Academy; administrative procedures implemented by school administrators and school employees (as defined herein) and guided forms developed to assist school employees in carrying out their responsibilities under Louisiana Act 522 of 2016 and Louisiana Bulletin 1706, as revised.

Additionally, Greater Grace Charter Academy (GGCA) has adopted a proactive approach and will apply Seclusion/Restraint policies and procedures to all students, not only children with exceptionalities. Deaths have occurred throughout the nation on children who were improperly restrained. These policies and procedures shall be executed for all students to prevent injury and death. Therefore, it is critical that the policies and procedures be implemented specifically as described.

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SUPERINTENDENT'S DIRECTIVES

PURSUANT TO SCHOOL BOARD POLICY

The Greater Grace Charter Board has approved the following guidelines and procedures relative to the use of seclusion and restraint by its employees:

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, Executive Director, Coordinator of Special Education (if student has an exceptionality), and School Leader.

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 psychologist, school nurse, and a representative from the local sheriff's department. Teachers, related service providers, paraprofessionals, school bus drivers, food service technician, and other school system personnel will be trained on an as needed basis.

The training program implemented by GGCA 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 GGCA 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 GGCA School's website under the "Parents Resources" tab. 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 GGCA Executive Director.

Maintaining documentation of all instances of seclusion and physical restraint/holding shall be the responsibility of the Executive Director. The Executive Director 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 found on the GGCA School's website under School Handbooks.
4. The Seclusion Report Form and/or the Restraint Report Form must be provided to the student's parent/guardian, the Executive Director, Coordinator of Special Education, and the School Leader 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 - Teachers, related service providers, paraprofessionals, school bus drivers, food service technician, school nurse, a representative from the local sheriff's department, and other school system personnel

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.

Physical Restraint Report Form

Student Name: _____ Date of Report: _____

School: _____ Grade: _____ Exceptionality: _____

Date of Restraint: _____ Time of Restraint: _____ Start Time: _____ End Time: _____

Teacher/Staff involved in Restraint (name and title)

Procedure used during the physical restraint was:

Injuries? Yes No

Details:

Describe behavior of student and environmental situation precipitating physical restraint:

Location: _____ Students/Staff Present: _____

Class/specific activity at time of or preceding physical restraint:

Other Possible triggers:

Time and Date of Parent Notification: _____

Method of notification: _____ Person Contacting Parent: _____

Has student been restrained and/or secluded before this year? Yes No

If yes, list dates of previous incidents (both restraint AND seclusion):

#1 #2 #3 #4

For students with an exceptionality who have been restrained and/or secluded five or more times, it is MANDATORY that the IEP Team be reconvened promptly to review and revise, if necessary, the Behavior Intervention Plan and/or appropriate behavioral supports.

Other Comments or Observations:

Person Initiating Seclusion _____ Signature School Administrator _____ Signature

This form must be completed within 24 hours. Copies must be sent to Parent, Executive Director, Coordinator of Special Education, and Principal within that time period.