

"Seclusion, Isolation, and Physical Restraint"

Policy JLCI.BP/Guidelines JLCI.G

2011-2012 General Training

Parkway School District

July 15, 2011

Purpose of the Policy & Guidelines

The Board of Education expects this policy to:

- **Promote safety and prevent harm** to all students, school personnel and visitors in the school district.
- **Foster a climate of dignity and respect** in the use of discipline and behavior management techniques.
- Provide school personnel with clear guidance regarding the use of seclusion, isolation, and physical restraint in response to emergency and crisis situations.

Purpose of the Policy & Guidelines

The Board of Education expects this policy to:

- Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions, and responses to emergency and crisis situations.
- Promote the use of non-aversive behavioral interventions, including positive behavioral support techniques.

NOTE: Missouri law RSMO 160.263 required all school districts in the State to have such a policy in place by July 1, 2011.

Maintaining a Safe, Orderly and Healthy School Environment

- Seclusion, isolation, and/or physical restraint are to be used **ONLY** as a response to **EMERGENCY** or **CRISIS** situations in which the **SAFETY** and/or **WELFARE** of students or adults are at risk.

Maintaining a Safe, Orderly and Healthy School Environment

- **Unless DESTRUCTION OF PROPERTY poses an imminent threat to the safety, health, and welfare of students, staff, and/or others, destruction of property is NOT considered an emergency or crisis situation related to the use of physical restraint, seclusion, or isolation.**

Policy Applicability - Parkway Staff & Locations

This policy applies...

- ...to **all Parkway School District personnel**, including individuals volunteering for, acting at the direction of, or performing services on behalf of Parkway (e.g., student teachers, agency providers).
- ...regardless of when or where the intervention is required and includes **ALL Parkway facilities, buses/bus stops, and any other school or District sponsored functions**, including when not on Parkway property.

Required Training

The District shall ensure **ALL district personnel** are trained annually and **know the policy and procedures** involving the use of seclusion, isolation and physical restraint. Training also shall include:

- a continuum of prevention and de-escalation techniques
- environmental management techniques

In addition to the training provided to all district personnel, **all Parkway School District staff who UTILIZE isolation, seclusion, or physical restraint** also shall receive **annual training** in:

- de-escalation practices and personal safety techniques
- the appropriate use of physical restraint and transporting students to a safe setting
- professionally accepted practices in physical management and use of restraints
- methods to explain the use of restraint to a student and a parent/guardian
- the appropriate use of isolation and seclusion
- proper protocol(s) for assessing and documenting possible student or adult injuries
- information on documentation and notification required by this policy

Policy Applicability - Students

- This policy applies to **ALL students**, including those with disabilities.

- If the IEP, Section 504 plan, or “suspected” disability plan for a student with a disability includes the use of seclusion, isolation, physical restraint or other behavior interventions for certain identified and limited situations:
 - the IEP or Section 504 plan must specify the conditions and procedures under which seclusion, isolation, physical restraint or other behavior interventions may be used
 - the IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation, physical restraint or aversive behavior intervention
 - any use of seclusion, isolation, or physical restraint must be limited to what is set forth in the IEP or Section 504 plan.

Policy Applicability - Special School District Staff

- **Special School District (SSD) of St. Louis County staff assigned to Parkway facilities will follow the SSD's policy** with respect to physical restraint, isolation, and seclusion.
- If conflict or other discrepancies arise with respect to differences between Parkway's and the SSD's or other agencies/site's policies, Parkway staff shall follow Parkway policy until otherwise directed and notify his or her supervisor.

Policy Applicability - Law Enforcement Officers

- This policy also applies to School Resource Officers (SROs) or employed off-duty police officers who are assigned to Parkway campuses.
- **HOWEVER, nothing in this policy is intended to prevent a law enforcement officer from exercising appropriate police authority** either when attempting to prevent a criminal act from occurring or when responding to a criminal act.
- This policy does NOT apply to law enforcement officers who are:
 - dispatched to a Parkway campus
 - otherwise on campus while on duty, or
 - off-duty police officers who are on campus, but who are not at the time acting in the employ or under the supervision and control of Parkway.

Definitions and Implementation

Seclusion

Definition - *the involuntary confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by LOCKING HARDWARE*

- Seclusion, as defined in this policy, is prohibited except in an **emergency situation while awaiting the arrival of law enforcement officers** as provided for in state law. Upon arrival, a law enforcement officer may exercise appropriate police authority.
- A student in seclusion must be **monitored** by district personnel who are able to see and hear the student at all times.

Definitions and Implementation

Isolation

Definition - *the involuntary confinement of a student alone in an enclosed space WITHOUT locking hardware*

- Isolation shall only be used:
 - in an **emergency situation**,
 - when **less restrictive** measures have **not effectively de-escalated** the situation, or
 - with **parental approval** when specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Definitions and Implementation

Isolation

- A student in isolation must be **monitored** by district personnel who are in close proximity and able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety is significantly compromised, in which case technology-supported monitoring may be utilized.
- The **total time in isolation is to be reasonably calculated based on the age of the student and the circumstances**. It shall NOT exceed forty (40) minutes without a reassessment of the situation and consultation with parents/guardians or administrative staff, unless otherwise specified.

Definitions and Implementation

Isolation

- This does **NOT include**:
 - supervised in-school suspension
 - detention or time-out used as disciplinary consequences in accordance with the district's student discipline policy
 - preventing a student from leaving an area for a short period (1 or 2 minutes) of time
 - student initiated breaks
 - preferential seating away from a group, with or without an adult present.

Definitions and Implementation

PHYSICAL RESTRAINT

Definition - *the use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body*

- Physical restraint, including physically transporting a student to a secure and safe setting, shall be used only as a **last resort in emergency or crisis situations** when the safety and/or welfare of the student, or other students, staff or other persons are threatened. In all but the most immediately physically threatening situations, **non-physical crisis intervention strategies must be exhausted** before applying physical restraint.

Definitions and Implementation

PHYSICAL RESTRAINT

- **District personnel who use physical restraint shall ONLY use restraint methods in which they have received district-approved training.** Further, district personnel who use physical restraint may only do so in the presence of at least one (1) additional adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable emergency situation.
- This **does NOT include** briefly (one minute or less) holding a student without undue force for instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

Definitions and Implementation

Other Terms

AVERSIVE BEHAVIORAL INTERVENTION OR AVERSIVE INTERVENTION - *an intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing maladaptive behaviors (District personnel shall NEVER use aversive interventions consistent with this definition.)*

BEHAVIORAL INTERVENTION - *individualized instructional and environmental supports that teach students appropriate behaviors to replace problem behaviors*

BEHAVIOR INTERVENTION PLAN (BIP) - *a plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior*

Definitions and Implementation

Other Terms

BEHAVIOR MANAGEMENT - *comprehensive, school-wide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students*

CHEMICAL RESTRAINT - *administration of a drug or medication to manage a student's behavior that is NOT a standard or prescribed physician authorized treatment or dosage for the student's medical condition (Use of **PRESCRIBED** medication shall **ONLY** be used under the direction of **BOTH** the nurse employed by the District and the parent/guardian.)*

CONFINEMENT - *the act of preventing a student from leaving an enclosed space*

Definitions and Implementation

Other Terms

DISCIPLINE - *consequences for violating the district's student discipline policy and code of conduct as a means of improving student behavior*

EMERGENCY SITUATION - *a situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others*

FUNCTIONAL BEHAVIOR ASSESSMENT - *a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior*

LAW ENFORCEMENT OFFICER - *any public servant having both the power and duty to make arrests for violations of the laws of this state*

Definitions and Implementation

Other Terms

LOCKING HARDWARE - *mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area*

MECHANICAL RESTRAINT - *a device or physical object that the student cannot easily remove that restricts a student's freedom of movement or normal access to a portion of his or her body*

PERSONAL SAFETY TECHNIQUES – *procedures used to maintain the safety of persons attempting to intervene with individuals exhibiting violent or aggressive behavior*

PHYSICAL ESCORT - *the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location*

Definitions and Implementation

Other Terms

POSITIVE BEHAVIOR SUPPORTS - *a range of instructional and environmental supports to teach students pro-social alternatives to problem behavior and allow them multiple opportunities to practice pro-social skills and receive high rates of positive feedback*

SCHOOL OR DISTRICT EMPLOYEE OR PERSONNEL - *any person employed by the District, volunteering for the district or performing services on behalf of the district or at the direction of the district*

TIME-OUT - *brief removal from sources of reinforcement that does not meet the definition of seclusion or isolation*

NOTE: The purpose of time-out is to separate the student from the attention of staff and other students and is usually done within instructional contexts. Nothing in this policy is intended to prohibit the use of time-out as defined in this policy.

Continuum of Prevention, De-escalation, and Environmental Management Techniques

- A **continuum of behavior interventions** is recommended for any student with behavioral concerns significantly impacting access to the educational curriculum.
- It is best practice to provide "**universal supports**" throughout the school. In the interest of maintaining a positive school climate, school-wide "systems"/programs should be developed and implemented across all settings and by all staff.
- **Preventative strategies and supports** for students are intended to prevent the escalation of negative behavior to the crisis stage and may include such things as active listening, encouragement, problem solving, clarifying expectations, redirection, restructuring the environment, social skills training, and use of sensory supports.
- **Non-verbal de-escalation** techniques include the use of proximity or personal space and body language, including facial expressions, gestures, posture and movement.
- **Verbal de-escalation** techniques involve the use of voice tone and volume, rate of speech and the use of appropriate language.

Continuum of Prevention, De-escalation, and Environmental Management Techniques

- Provide students with and/or allow students to choose **alternative settings** that are better suited to their needs and less likely to result in problem behavior.

- For **students who become over stimulated** (i.e., sensory stimuli, interpersonal issues, reinforcement for inappropriate behavior)....
 - ...allow or assign preferential seating
 - ...build "breaks" into the schedule or provide them as-needed
 - ...allow them to remove themselves to another area and/or to a "trusted" adult
 - ...use time-out as a de-escalation strategy &/or as a consequence.

- For students with problem behavior, **assess the function for and/or causes of behavior, develop a behavior intervention plan (BIP), and implement the plan with fidelity.** Best practice is for a team to use a systematic problem solving approach.

Documentation/Records

- The superintendent or designee will **maintain records documenting**:
 - student information (name, birthdate, Parkway number, and grade)
 - the school/site and location within the building or on the grounds where the seclusion, isolation, and/or physical restraint took place and which type of event/action took place
 - the date, time, and duration of the incident
 - the reason used
 - name(s) of ALL staff involved
 - whether the student, other students, or school personnel were injured
 - any other appropriate/needed documentation (e.g., required by federal or state law, SRO/law enforcement report, SSD documentation, damage to property)
 - other information required by this policy

Emergency Situation Follow-up & Debriefing

- Following any emergency situation involving the use of seclusion, isolation or physical restraint, a **verbal report shall be made immediately to a school administrator and a meeting shall occur** no later than two (2) school days after the emergency situation. The meeting shall include, at a minimum, a discussion of:
 - the events that led to the emergency and why the de-escalation efforts were not effective
 - any traumatic reactions on the part of the student, other students or school personnel
 - what, if anything, could have been done differently
 - an evaluation of the process.

- The staff members directly involved with the emergency situation will be included in the meeting, which will be scheduled and led by the building principal or designee. In some cases, **debriefing the situation** with the student after the emergency may be appropriate.

Notice to Parents/Guardians

- Unless otherwise specified in a student's IEP or Section 504 plan, the **parent/guardian of the student shall be notified following an emergency situation** involving the use of seclusion, isolation or physical restraint. Notification shall take place as soon as possible, but no later than the end of the day of the incident. Verbal notification shall be used, unless electronic means is preferred by the parent/guardian or the only means available.
- The **parent/guardian shall receive a written report** of the emergency situation within five (5) school days of the incident. The written incident report shall include certain information as required by the policy.

Relevant Policies and Laws

Parkway Policies

- JLCI.G - Seclusion, Isolation, and Physical Restraint Guidelines
- JK.BP - Student Discipline
- JKF.BP – Disciplining Students with Disabilities
- IHBA.BP - Educational Program for Students with Disabilities
- JKA.BP – Corporal Punishment
- JGF.BP – Reporting Violent Behavior and Criminal Conduct by Students and Maintaining Student Records

Federal & State Laws

- Public Law 94-142 - Education of all Handicapped Children Act of 1975
- Public Law 101-476 - Individuals with Disabilities Education Act of 1990
- Public Law 105-17 Amendments to the Individuals with Disabilities Education Act (June, 1997)
- Public Law 108-446 Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
- 20 U.S.C. Section 1401 et seq.
- Missouri State Laws RSMO 160.263, 160.261, 563.061
- Section 504 of the Rehabilitation Act of 1973

Certification of Completion

(Print slide, complete, sign, and provide to supervisor)

I, _____, have read all the slides describing Parkway's "Seclusion, Isolation, and Physical Restraint" Policy (JLCI.BP) and have sufficient understanding of the policy to perform the roles and responsibilities of my job. I also recognize that I require further and more in-depth training before I can physically restrain, isolate and/or seclude anyone in the District.

Signature

Date

School/Building

Note: A summary handout of the "Seclusion, Isolation, and Physical Restraint" policy and documentation forms are available on the Inside Parkway website and can be accessed by using the "Site Index."

The signed certificate is to be given to your supervisor/supervisor's secretary.