

**SECLUSION & RESTRAINT
GUIDELINES & PROCEDURES
FOR STUDENTS WITH EXCEPTIONALITIES**



**Approved May 1, 2019
Amended February 5, 2020**

SUPERINTENDENT'S DIRECTIVES

Jefferson Parish Schools has approved the following guidelines and procedures relative to the use of seclusion and restraint of students with exceptionalities by its employees:

A. Notification requirements for school officials and parents/legal guardians:

The parent or legal guardian of a student with an exceptionality who has been placed in seclusion or physically restrained shall be notified as soon as possible. School officials will make reasonable efforts to contact the parent/guardian at the telephone number(s) listed on the student's emergency contact card before the end of the day on which the incident occurs. Parents/guardians must also be notified in writing within twenty-four (24) hours if physical restraint or seclusion is used on their child. Such notice shall include the reason for seclusion or physical restraint, the procedures used, the length of time of the seclusion or restraint and the names and titles of the school employees involved.

B. Training requirements relative to the use of restraint:

Each school must have a seclusion and restraint team (SAR Team) consisting of four (4) to six (6) staff members, based on school enrollment, to be selected by the principal. The SAR Team must include, at least, one school administrator. The School Resource Officer shall not be a member of the SAR Team. Members of the SAR Team shall be required to undergo crisis intervention training in accordance with these guidelines. Other staff members may be required to undergo crisis intervention training on an as needed basis.

The training program implemented by Jefferson Parish Schools is the Non-Violent Crisis Intervention (NCI) Program by Crisis Prevention Institute (CPI). Training shall include, but is not necessarily limited to the following:

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 w/100% accuracy
 - c. Re-establishing communication with student with an exceptionality to re-enter the classroom
3. Written exam which must be completed with 80% accuracy.

Staff members certified to use restraints/holding skills must re-certify every four years and complete a refresher course every two years. Documentation of certified personnel will be maintained by the Director of Safety and Discipline.

C. Explanation of Methods of Physical Restraint

1. Training shall be provided to the SAR Team and others at each school on an as needed basis in Non-Violent Physical Crisis Intervention techniques developed by the Crisis Prevention Institute, Inc.
2. Non-Violent Physical Crisis Intervention (NPCI) lays the foundation for physically intervening in moments of imminent danger. The physical intervention techniques taught and rehearsed in training provide a starting point for staff to learn safe and non-harmful ways to manage physical aggression. Understanding the control dynamics of physical intervention techniques will aid staff in effectively

reducing the strength, energy and momentum of a student with an exceptionality who is exhibiting physical behavior.

3. The NPCI techniques are designed for safety and allow for a therapeutic rapport to be re-established with the student with an exceptionality who is in distress. Key elements of NPCI include:
 - a. The intent is to calm the individual.
 - b. The individual is not restrained on the floor, thus reducing risks of restraint-related positional asphyxia and other injuries
 - c. Team interventions are used when necessary.
 - d. NPCI is used only as a last resort when a student with an exceptionality presents an imminent risk of harm to self or others
 - e. NPCI is used to provide care, welfare, safety and security – not to punish.

D. Notification to the Louisiana Department of Education:

A copy of JPS' Seclusion and Restraint Guidelines and Procedures will be provided to the Louisiana Department of Education (LDOE.)

The Executive Director of Compliance and Pupil Appraisal or a designee shall be responsible for maintaining documentation of all instances of seclusion and restraint and for informing the LDOE in accordance with LDOE requirements.

- E. These guidelines will be posted on the district website.

SECLUSION AND RESTRAINT GUIDELINES

Seclusion is an involuntary confinement of a student with an exceptionality alone in a room or area from which the student with an exceptionality is physically prevented from leaving. This procedure isolates and confines a student with an exceptionality until he or she is no longer a danger to self or others. It may be used on an individual basis for a 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 non-compliance, self-stimulation and academic refusal.

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

The 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 with an exceptionality in an unlocked setting and is implemented for the purpose of calming.

A Seclusion Room or other confined area must:

1. Be free of any object that poses a danger to the student with an exceptionality who is placed there;
2. Have an observation window;
3. Have a ceiling height and heating, cooling, ventilation and lighting system comparable to an operating classroom in the school;
4. Be of a size that is appropriate to the student with an exceptionality's size, behavior and chronological and developmental age.

A student with an exceptionality placed in seclusion must be monitored/supervised by an adult at all times.

Monitoring requires close, visual proximity to the student with an exceptionality.

A **Mechanical Restraint** is any device or object used to limit a student with an exceptionality's freedom of movement. This policy does not restrict the use of mechanical devices that have been prescribed by an appropriate medical or related service professional for the specific and approved purposes for which such devices were designed, such as:

1. 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
2. Vehicle safety restraints when used as intended during the transport of a student with an exceptionality in a moving vehicle;
3. Restraints for medical immobilization;
4. Orthopedically prescribed devices that permit a student with an exceptionality to participate in activities without risk of harm.

It also does not restrict the use of any mechanical device by a duly licensed law enforcement officer in the execution of his or her official duties.

A **Physical Restraint** is using bodily force to limit the movement of a student with an exceptionality's torso, arms, legs or head. This term does not include:

1. Consensual, solicited or unintentional contact.
2. Momentary blocking of a student with an exceptionality's action if the student's action is likely to result in harm to the student or any other person.
3. Holding of a student with an exceptionality, by one school employee, for the purpose of calming or comforting the student, provided the student freedom of movement or normal access to his or her body is not restricted.
4. Minimal physical contact for the purpose of safely escorting a student with an exceptionality from one area to another.
5. Minimal physical contact for the purpose of assisting the student with an exceptionality in completing a task or response.

Every effort should be made to prevent the need for 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 and seclusion.

Seclusion and restraint **MUST NOT** be used as a form of discipline or punishment, as a threat to control, bully, obtain behavioral compliance or for the convenience of school personnel.

No student with an exceptionality should be:

1. Subjected to unreasonable, unsafe or unwarranted use of seclusion or physical restraint.
2. 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 with an exceptionality is enrolled.
3. Subjected to mechanical restraints to restrict a student with an exceptionality's freedom of movement with the exception of mechanical devices as prescribed by a medical or related service professional for the specific and approved purposes for which the devices were designed.

The use of seclusion and/or restraint should:

1. Be reserved for situations or conditions where there is imminent danger of serious physical harm to the

student with an exceptionality, other students, or school or program staff when other interventions are ineffective.

2. Only be used to protect the students with an exceptionality and others from serious harm and to defuse imminently dangerous situations in the classroom or other non-classroom school settings.
3. Only be used by trained personnel.
4. Never involve mechanical restraints to restrict a student with an exceptionality's freedom of movement with the exception of mechanical devices as prescribed by a medical or related service professional for the specific and approved purposes for which the devices were designed.
5. The use of seclusion and/or restraint should:

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

The following guidelines shall apply to the monitoring and documentation of each and every incident of seclusion or physical restraint of a student with an exceptionality by an employee of Jefferson Parish Schools.

1. A student with an exceptionality who has been placed in seclusion or physically restrained shall be monitored continuously. Such monitoring shall be documented at least every five (5) minutes and adjustments made accordingly, based upon observations of the student's behavior.
2. A student with an exceptionality must be released/removed as soon as the reasons for the action have subsided and the student is no longer a danger to self or others.
3. The staff member 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 and submit to seclusionandrestraint@jpschools.org. The Executive Director of Compliance and Pupil Appraisal or a designee will report all incidents of seclusion and/or restraint to LDOE through SER.
4. The student's parent/guardian shall be notified in writing within 24 hours of any instance of seclusion and/or physical restraint.
5. When a student is involved in three (3) incidents in a single school year*, the school shall convene the IEP Team to review and revise the student with an exceptionality's behavior intervention plan to include any appropriate and necessary behavioral supports.

*Three (3) incidents in a school year includes the cumulative number of incidents of restraint AND seclusion AND holding. (e.g., 2 restraints + 1 seclusions = 3 incidents.)

DEFINITIONS

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 with an exceptionality's freedom of movement. This term does not include devices implemented by trained school personnel or utilized by a student with an exceptionality 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 Jefferson Parish Schools.

Physical Restraint – Using bodily force to limit the movement of a student with an exceptionalities torso, arms, legs or head. Physical restraint does NOT include:

1. Consensual, solicited or unintentional contact.
2. Momentary blocking of a student with an exceptionalities action is likely to result in harm to the student with an exceptionalities or any other person.
3. Holding of a student with an exceptionalities, by one school employee, for the purpose of calming or comforting the student with an exceptionalities.
4. Minimal physical contact for the purpose of safely escorting a student with an exceptionalities from one area to another.
5. Minimal physical contact for the purpose of assisting the student with an exceptionalities in completing a task or response.

Seclusion – An involuntary confinement of a student with an exceptionalities alone in a room or area from which the student with an exceptionalities is physically prevented from leaving. This procedure isolates and confines a student with an exceptionalities 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 with an exceptionalities 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 with an exceptionalities is removed from the regular classroom setting for a limited time to allow the student with an exceptionalities the opportunity to regain control in a private setting and from which the student with an exceptionalities is involuntarily prevented from leaving. A Seclusion Room or other confined area must:

1. Be free of any object that poses a danger to the student with an exceptionalities who is placed there;
2. Have an observation window;
3. Have a ceiling height and heating, cooling, ventilation and lighting system comparable to an operating classroom in the school; and
4. Be of a size that is appropriate to the student with an exceptionalities size, behavior and chronological and development age.

School Employee – A teacher, paraprofessional, administrator, support staff member or a provider of related services.

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 with an exceptionalities remains in sight and sound of others in the classroom;
2. Exclusionary Time-Out where the student with an exceptionalities 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 with an exceptionalities from instructional activities.

Approved May 1, 2019
Amended February 5, 2020