



## **Restraint & Seclusion Policy**

This document provides procedures and guidance for the use, reporting, documentation and oversight of seclusion and restraint across ReNEW Schools. These procedures specifically address requirements of revised Bulletin 1706, requirements of La.R.S.17:416.21 and Act 328 regarding the use of seclusion and restraint as emergency safety measures in schools.

### **Definitions** (Bulletin 1706.450)

**Mechanical Restraint:** A mechanical restraint is the use of any device or object use 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 services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- adaptive devices or mechanical supports designed to allow greater mobility than would be possible without such 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 the risk of harm.

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

**Physical Restraint:** 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.

**Seclusion:** 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 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 noncompliance, self-stimulation, and academic refusal.

**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;

This term does not include 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.

Never involve a drug or medication to control behavior.

**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.

### **Restraint & Seclusion**

#### *Notification Requirements*

Families must be notified within 24 hours if physical restraint/holding skills or seclusion is used on their child. Date, time, method and person contacting the guardian must also be documented (form for documentation included in Appendix). Copies of documentation should be signed by the person completing form and Leader. Copies of documentation must be sent within 24 hours of action to the parent/guardian, Director of Special Education (if student has an exceptionality), and Leader.

#### *Training Requirements*

All school administrators, culture team members and behavior interventionists are required to be trained in the district approved safety training program. Social workers, teachers, related service providers, nurses, paraprofessionals, school bus drivers, bus attendants, cafeteria workers, custodians, other school system personnel will be trained on an as needed basis.

The training program is the Non-Violent Crisis Intervention (NCI) Program by Crisis Prevention Institute (CPI).

#### *Seclusion Guidelines*

Seclusion is a procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others. Seclusion does not include time-out, "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." The term does not include in-school suspension or student requested breaks.

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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.” The term does not include in-school suspension or student requested breaks.

Seclusion is permitted only under the following conditions:

1. As a LAST resort if and when less restrictive measures such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student’s environment, have failed to stop a student’s actions that pose an imminent risk of harm.
2. By a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he/she is in the seclusion room/area.
3. If one student is placed in a seclusion room/area at any given time and the school employee supervising the student is able to see and hear the student the entire time the student is placed in the seclusion room/area. It is acceptable to have cameras set up in the seclusion room for monitoring purposes with the contingency that the student is continuously monitored and the person monitoring is in close proximity to the seclusion room.
4. The room is free of any object that poses a danger to the student placed in the room/area.
5. The room has an observation window and is of a size appropriate for a student’s size, behavior, and chronological and developmental age. An observation window is still required when cameras are used to monitor the student.
6. The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

Seclusion is prohibited:

1. For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Staff shall respond to such behaviors with less stringent and less restrictive techniques).



2. As a form of discipline or punishment.
3. As a threat to control, bully, or obtain behavioral compliance.
4. For the convenience of school personnel when unreasonable, unsafe, or unwarranted.
5. If the student 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 principal of the school in which the student is enrolled).

### ***Physical Restraint Guideline***

Physical restraint/holding is permitted only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others.
2. As a last resort to protect the safety of self and others.
3. In a manner that causes NO PHYSICAL INJURY to the student.
4. Results in the least possible discomfort to the student.
5. Does not interfere in any way with a student's breathing or ability to communicate with others.
6. Does not involve the use of any form of mechanical restraint.
7. The student is not physically restrained/held in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
8. Applied only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.
9. When school administration and Non-Violent Crisis Intervention (NCI) Team determine that physical restraint/hold is not effective, the student's parent/guardians will be notified. School administration will determine the appropriate action (e.g., contact Sheriff's Department, Emergency Medical Services).

Physical restraint/hold is prohibited:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.



4. When unreasonable, unsafe, or unwarranted.
5. If the student 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 principal of the school in which the student is enrolled).

### *Monitoring & Documentation*

Seclusion and physical restraint/holding require monitoring, documentation, and analysis of data collected:

1. Continuous monitoring.
2. Documentation every five (5) minutes (with adjustments made accordingly).
3. Student is released/removed as soon as the reasons for the action have subsided.
4. Parent/guardian, Director of Special Education (if student with exceptionality) and Leader notified in writing (Restraint/Holding/Seclusion Report forms in Attachments).
  - a. Within 24 hours of EACH incident of seclusion/restraint/holding
  - b. Reason for seclusion/restraint/holding
  - c. Description of procedures used
  - d. Length of time of seclusion/restraint/holding
  - e. Names and titles of school employees involved
2. Person/Employee who used seclusion/restraint/holding shall complete Seclusion/Restraint/Holding Report Form for each incident of restraint/seclusion/and holding.
3. Documentation of incidents of seclusion and/or holding shall be reviewed at least once every three (3) weeks for students whose challenging behavior continues or escalates.
4. When 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 appropriate and necessary behavioral supports.

Seclusion data must be analyzed at least annually. These procedures should be reviewed and revised as necessary during the interim period to ensure appropriateness and effectiveness.

It is recommended that data will be used to track the number of incidents of seclusion by student, staff, and type of incidents; and other factors, such as precipitating events and other observable factors.



**Physical restraint documentation:** If a student in your school becomes a danger to themselves or others AND is restrained by one or more staff members for any amount of time, you must complete ReNEW's [Physical Restraint Documentation Form](#). Follow these steps after an incident involving a physical restraint is resolved:

1. Notify the parent/guardian of the student who was restrained on the same day that the incident occurred.
2. Document the incident using the [Physical Restraint Documentation Form](#) within 48 hours.
  - a. Ask all participants and witnesses to review the documentation form and sign page 2.
  - b. Meet as a school leadership team with the participants/ witnesses to the incident and debrief what occurred. Determine as a group if procedures were followed according to CPI training standards and network policy.
  - c. Ask members to sign off on the conclusions of the debrief meeting. Participants that disagree may submit a separate statement regarding their conclusions.
2. A copy of the completed form with original signatures must be kept on file in the school director or principal's office.
3. A scanned copy of the completed form must also be sent to Emily Waterfield (emily@) and Dylan Smith (dylan@) on the Student Support Team within 48 hours.
4. If a student has an IEP, a copy of the form should be given to the SPED Coordinator, who will enter the incident in SER.