

THE SOULARD★SCHOOL

The Soulard School Policy Seclusion, Isolation and Restraint

This policy was adopted by The Soulard School Board of Directors on April 22, 2021

At The Soulard School we are focused on the relationship we have with the students and families in our community. We are committed to building rapport with our students, and providing a safe space to share any troubling thoughts or feelings they may be experiencing that may play out behaviorally and/or physically. Additionally, students and school personnel have the right to work in a safe environment. Implementation of a school-wide systematic approach to positive student behavior will improve overall school safety, minimize the need for the use of seclusion, isolation and restraint, and will ensure that it is only used as a last resort in an emergency situation.

This policy covers the actions that take place in the school, on school property, at school-sponsored events, and at school-sponsored events off campus where staff are present. This policy applies to both our Early Childhood and Elementary students and staff.

This policy is based on the premise that seclusion, isolation and restraint are used only in response to emergency or crisis situations, and should:

1. Not be viewed as a behavior change or intervention strategy
2. Be implemented only under extreme situations and as a matter of last resort
3. Be implemented only by trained personnel
4. Be accompanied by school-wide, proactive positive supports to prevent the need for their use.

PURPOSE

The purpose of this policy is to:

- Promote safety and prevent harm to students, school staff, and visitors within the building
- Treat all students with dignity and respect, especially when in crisis or escalation.
- Provide clear guidelines about the use of seclusion, isolation, and restraint in emergency situations

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- Promote parent understanding of state guidelines and school policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations
- Promote the use of non-adversive behavioral interventions

PREVENTION

The Soulard school supports school-wide programs and services that motivate, teach and support positive behavior to create a school climate that is highly conducive to learning. We have established practices that have the goal of making the school climate and environment welcoming and supportive of learning, and promote the recognition and reinforcement of appropriate student behavior. It is expected that school staff will implement positive behavior supports and interventions, functional behavioral assessments and related behavior plans, and constructive methods to prevent potential escalations.

When the school anticipates that a student is likely to behave in a way that may cause injury to someone, staff will conduct a functional behavior assessment and develop a positive behavior plan including a plan for teaching replacement behaviors. The plan will be developed in cooperation with the parent or guardian, and this will occur whether or not the student is eligible for special education.

Definitions

- Behavioral Intervention.** An individualized instructional and environmental support that teaches students appropriate behavior to replace problem behaviors. Behavioral interventions are guided by a functional behavior assessment that identifies the communicative intent of problem behavior and takes into consideration any known medial, developmental or psychological limitation(s) of the student.
- Behavior Intervention Plan (BIP).** Sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.
- Behavior Management.** A comprehensive schoolwide 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.** Use of medications to control behavior. **Prohibited by The Soulard School.**

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- E. **Crisis Intervention Training.** Training provided to selected staff members which addresses how to deal with an aggressive, violent or out of control behavioral crisis. It includes specific techniques for physical restraint and seclusion, the curriculum meets any state standards for such training and it results in certification of the individuals who complete the training.
- F. **De-Escalation.** Causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.
- G. **Emergency Situation.** A situation in which a student's behavior poses a serious, probably threat of imminent physical harm to self or others.
- H. **Functional Behavioral Assessment.** Ongoing process of gathering information that can be used to hypothesize about the function of student behavior. The analysis provides the information necessary to develop a behavior intervention plan.
- I. **Individualized Education Program (IEP).** A student's Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).
- J. **Isolation.** Student is confined alone and in an enclosed space without locking hardware.
- K. **Mechanical restraint.** Use of any device or object (e.g., tape, ropes, straps, weights, weighted blankets) to limit an individual's body movement to prevent or manage out-of-control behavior. **Prohibited by The Soulard School.**
 - a. Medically prescribed devices whose purpose is to compensate for orthopedic weaknesses, to protect from falling or to permit the student to participate in activities at school are not considered to be mechanical restraints when recommended by an occupational or physical therapist, physician or nurse for purposes of this policy.
 - b. Vehicle restraints, or other restraints used by sworn law enforcement officers are not considered to be mechanical restraints for purposes of this policy.
- L. **Physical Escort.** The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purposes of inducing a student who is acting out or eloping to walk to a safe location.
- M. **Physical restraint.** Any method of one or more persons restricting another person's freedom of movement, physical activity, or normal access to his/her body. Physical restraint, for purposes of this policy, does **not** include:
 - a. Taking away a weapon (such as a knife or gun)
 - b. Breaking up a fight
 - c. Physical prompts provided in the course of instruction

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- d. Physical touch when providing comfort
 - e. Taking a student's hand to transport them for safety purposes or physical escort
- N. **Prevention and Conflict De-escalation Training.** Training which is provided broadly to school staff on how to prevent, defuse and de-escalate potential behavioral crisis situations, which meets any state standards for such training.
- O. **Prone physical restraint.** The person is being held face down lying on their stomach on a horizontal surface such as the floor. **Prohibited by The Soulard School.**
- P. **Seclusion.** Student is placed in a location where they are alone, and where they are physically prevented from leaving that environment such as with the use of locking hardware. **Prohibited by The Soulard School except in extreme emergencies while awaiting the arrival of law enforcement personnel.**
- Q. **Section 504 Plan.** A student's individualized plan as defined by Section 504 of the Rehabilitation Act of 1973.
- R. **Staff Trained in Crisis Intervention.** Individuals who successfully complete and maintain certification in a training program that results in acquisition of skills to prevent physical restraints, evaluate risk of harm in an individual situation, use approved physical restraint techniques and monitor the effect of the restraint.
- S. **Substantial risk.** Situation where there is serious, imminent threat of bodily harm and where there is the immediate ability to enact such harm.
- T. **Supine physical restraint.** A person is being held face up on their back on a horizontal surface such as the floor. **Prohibited by The Soulard School.**
- U. **Time out.** Continuum of behavioral interventions to reduce inappropriate behavior by removing a student temporarily from the learning activity but in which the student is not confined. The purpose of time out is to separate the student from the attention of staff and other students. Does not meet the definition of seclusion or isolation.

USE OF RESTRICTIVE SECLUSION, ISOLATION AND RESTRAINT

Time Out

Nothing in this policy is intended to prohibit the use of time out as defined in this policy.

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Chemical, Mechanical or Prone Restraint

The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Missouri Department of Education Rule 160-5-1-.35, is prohibited in the School.

Seclusion

The use of seclusion, as defined by Missouri Department of Education Rule 160-5-1-.35, is prohibited within the School except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263. Seclusion does not include 'Time Out' as defined above. Seclusion does not include in-school suspension, detention, or student-requested break in a different location in the classroom or in a separate unlocked room.

Isolation

Isolation is defined as confining a student alone in an enclosed space without locking hardware. Isolation may only be used by staff:

- After de-escalating procedures have failed
- In an emergency situation, in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others
- As specified in a student's Individualized Education Plan (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation **REQUIRES** all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated by school personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally-agreed-upon plan to address a student's behavior.
- The space in which the student is placed should be a normal-sized meeting or classroom with standard lighting, heating, cooling, etc. for the school.

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- The space in which the student is placed must be free of objects that could cause harm.
- Isolation is **never** to be used as a form of punishment or for the convenience of school personnel.

Physical Restraint

Physical restraint is defined as using person-to-person physical contact to restrict free movement of all or a portion of a student's body. Note this goes beyond briefly holding or hugging a student to calm them down, intervening in a fight, or taking a student's hand, putting a hand on the back, etc to transport them for safety purposes. Physical restraint shall never be used as a form of punishment or for the convenience of school personnel.

Physical restraint shall only be used:

- In an emergency situation, in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others or the destruction of property
- When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond to such situations
- As specified in a student's Individualized Education Plan (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Physical restraint shall:

- Only be used by authorized school personnel trained in the proper use of restraint
- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student

Physical restraint shall never:

- Be used as a form of punishment, for the convenience of school personnel or as a demonstration of "who is in charge"

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- Be used as a form of classroom behavior management or classroom maintenance, such as enforcing compliance or preventing a student from leaving or entering the classroom
- Increase or create more risk than the restraint is trying to contain
- Be used if the child is on the floor or in a prone position (lying face down on the floor)
- Involve the assistance of other students or non-school personnel

Any school personnel using physical restraint shall:

- Use methods of restraint in which the person has received school-approved training
- Conduct restraint with at least one additional adult present and in line of sight unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation

Conditions for Appropriate Use of Physical Restraint

- Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others within a matter of minutes.
- Physical restraint should only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
- Physical restraint should only be employed by staff members who have received specific school-approved crisis intervention training in the use of physical restraint procedures.
- Other school personnel may employ physical restraint procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff should request assistance from trained staff as soon as possible.

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- A physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in the school-approved crisis intervention training program.
- Physical restraint should last only as long as is necessary for the student to regain behavioral stability, and the risk of injury has ended, usually a matter of minutes.
- The degree of physical restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
- Prone or Supine forms of physical restraint are prohibited.

When Physical Restraint Procedures Should Not Be Employed

- Physical restraint is not appropriate without imminent risk of injury to someone.
- Physical restraint is not appropriate when preventing students from leaving the building.
- A verbal threat or verbally aggressive behavior does not itself indicate a substantial risk of injury, and should not result in restraint.
- Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
- When known medical or physical condition of the student would make the restraint procedures dangerous for that student (e.g. students with heart or circulatory conditions, asthma, etc.), they should not be employed.
- Restraint should never be used as a punishment, or to force compliance with staff commands.

TRAINING

General De-Escalation Training:

The School will provide all staff members with basic training on:

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- Conflict de-escalation procedures
- The dangers of restraint and seclusion
- Procedures for contacting fully-trained and certified staff when behavioral crises occur

This training will be recurrent annually and will be provided to new staff during orientation.

Full Crisis Prevention Training:

A core group of appropriate personnel will be trained and certified in crisis intervention techniques, which will include the use of physical restraint and de-escalation procedures. The school will determine a specific curriculum and method of providing training related to physical restraint and de-escalation that will meet any applicable state standards. Recurrent training to maintain “certification” will be provided on a regular basis at least annually to meet the requirements for the curriculum or program used.

Training will include all of the following:

- A continuum of prevention techniques
- Environmental management techniques
- A continuum of de-escalation techniques
- Information about this school policy

REPORTING, DOCUMENTATION AND DEBRIEFING REQUIREMENTS

School Personnel Debriefing

Following any situation involving the use of seclusion, isolation or restraining, as defined in this policy, a debriefing shall occur as soon as possible but no later than two (2) school days after the emergency situation. The debriefing 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; and an evaluation of the process.

Immediately after the student has restored emotional and behavioral control following the use of physical restraint and/or isolation, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the restraint or isolation.

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Records

The school shall maintain records documenting the use of seclusion, isolation and restraint showing when they were used and the reason for use; the duration of the use; names of personnel involved; whether students or school personnel were injured; the name and age of the student; whether the student has an IEP, Section 504 plan or BIP; when the parents/guardians were notified; if the student was disciplined; and any other documentation required by federal or state law.

Parental Notification

Except as otherwise specified in a student's IEP or Section 504 plan:

The building administrator or designee will notify, by verbal or electronic means, the parent/guardians as soon as possible, no later than the end of the school day in which the restraint or seclusion occurs. The Principal or designee will update the parent/guardian on the student's current physical and emotional state and will discuss strategies to assist the parent/guardian in dealing with any residual effects of the incident.

The parent/guardian will receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:

- Date, time, location, duration and description of the incident and de-escalation interventions
- Event(s) that led up to the incident
- Nature and extent of any injury to the student
- Name of a school employee the parent/guardian can contact regarding the incident, and contact information for that employee
- Plan to prevent the need for future use of seclusion, isolation or restraint

General Parent & Staff Information

The Parent Handbook and Employee Handbook will both contain information regarding this policy.

STUDENTS WITH DISABILITIES

If the IEP or Section 504 plan of a student with a disability includes the use of isolation or restraint:

- The IEP or Section 504 plan must specify the conditions under which seclusion, isolation or restraint may be used.

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- The IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation, restraint or behavior intervention.
- Any use of seclusion, isolation or restraint must be limited to what is set forth in the IEP or Section 504 plan.

Before adding the use of seclusion, isolation or restraint to an IEP or Section 504 plan, the student must have undergone appropriate assessments including, but not limited to, a formal functional behavior assessment, and the student must have a BIP in place.