

**ASCENSION PARISH SCHOOLS
RESTRAINT AND SECLUSION PROCEDURES
FACT SHEET**



PHYSICAL RESTRAINT

Physical Restraint 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) after less restrictive intervention have been attempted and the student still presents imminent risk behavior, (3) as a last resort to protect the safety of self and others, (4) to the degree necessary to stop dangerous behavior, (5) in a manner that causes NO PHYSICAL INJURY to the student, (6) results in the least possible discomfort to the student, (7) does not interfere in any way with a student’s breathing or ability to communicate with others, (8) **does not involve the use of any form of mechanical restraint**, (9) the student is not physically restrained in a manner that places excessive pressure on the student’s chest or back or that causes asphyxia, and (10) is applied only in a manner that is directly proportionate to the circumstances and to the student’s size, age, and severity of behavior.

Physical Restraint 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, and (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 school in which the student is enrolled).

SECLUSION

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.

Seclusion is permitted only: (1) For behaviors that involve an imminent risk of harm, (2) as a LAST resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others, or (3) as long as necessary to minimize the imminent risk of harm while summoning the assistance of crisis intervention personnel, emergency medical services personnel, and/or law enforcement officers when a crime has been committed.

Seclusion is prohibited: (1) For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal (Such behaviors SHALL be responded to 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, (5) when unreasonable, unsafe, or unwarranted. (6) 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 school in which the student is enrolled).

NOTIFICATION

- Parents or legal guardians and the Director of Special Education or her designee will be notified when seclusion or restraint is used.
- The school administration or his/her designee is required to report each incident immediately, but no later than the school day following the day on which the seclusion and/or restraint occurred.
- The school must document all efforts, including conversations, phone calls, electronic communications, and home visits which were made to notify the parent or legal guardian.
- A copy of the report must be sent to the parent/legal guardian and Director of Special Education or her designee within 24 hours of the seclusion and/or restraint procedure being used.
- This report must include the reason for using seclusion and/or restraint, the specific procedure used, the length of time the student was secluded and/or restrained, and the name(s) and title(s) of the personnel involved.
- If a student is involved in five separate restraint or seclusion incidents (or combination of the two) during a school year, the student’s IEP team shall review data and make programming adjustments. The school based team will review data every three weeks thereafter until the behavior is no longer a danger.
- Incident reports will be uploaded into SER on a weekly basis.