



Collegiate Academies

Collegiate Academies Seclusion and Restraint Policy

In accordance with Regulations for Scholars with Exceptionalities Act, La.R.S. §17:416.21, (Louisiana Act 328 of 2011) and revised Louisiana Bulletin 1706, Collegiate Academies has approved the following written guidelines and procedures relative to the use of seclusion and restraint by its employees.

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 – A Mechanical Restraint is any device or object used to limit a scholar’s freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a scholar 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.

The application of any device or object used to limit a person’s movement. Mechanical restraint does not include:

- Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow great freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a scholar in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a scholar to participate in activities without risk of harm.

Physical escort – Touching or holding a scholar with or without the use of force for the purpose of directing the scholar to a new location, by trained school personnel. Physical escort does not include the unforced holding of a scholar’s hand or other physical prompts for the purpose of safely guiding the scholar from one task to another or directing the scholar in an educational activity.

Physical restraint – Physical Restraint is using bodily force to limit the movement of a scholar’s torso, arms, legs or head. This term does not include:

- consensual, solicited, or unintentional contact
- momentary blocking of a scholar’s action if the scholar’s action is likely to result in harm to the scholar or any other person;
- holding of a scholar, by one school employee, for the purpose of calming or comforting the scholar, provided the scholar’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 scholar from one area to another; or
- minimal physical contact for the purpose of assisting the scholar in completing a task or



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response.

Positive behavior interventions and support – A systematic approach to embed evidence-based practices and data-driven decision making when addressing scholar behavior in order to improve school climate and culture.

School employee – A teacher, paraprofessional, administrator, support staff member, or a provider of related services at CA, including contractual employees.

Seclusion – Seclusion is an involuntary confinement of a scholar alone in a room or area from which the scholar is physically prevented from leaving. This procedure isolates and confines a scholar 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 scholar 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 scholar is removed from the regular classroom setting for a limited time to allow the scholar the opportunity to regain control in a private setting and from which the scholar is involuntarily prevented from leaving. This term does not include a timeout, which is a behavior management technique that is a part of an approved program, involves the monitored separation of a scholar in a non-locked setting, and is implemented for the purpose of calming.

Written guidelines and procedures – The written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to scholar behavior that may require immediate intervention..

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Physical restraint is bodily force used to restrict someone's movement. No scholar shall be subjected to any form of mechanical restraint, or force imposed by objects or binds, by school employees under any circumstances. Physical restraints shall only be carried out by trained and certified staff members in a manner that causes no physical injury to the scholar, resulting in the least possible discomfort to the scholar, and shall never interfere with the scholar's breathing or ability to communicate.

Collegiate Academies (CA) believes the safety of its scholars is the number one priority. We believe all scholars have the right to be treated with dignity and respect. If a scholar is in crisis and has proven to be a danger to himself or others, the CA team is trained and prepared to use restraint techniques in order to keep all parties safe and unharmed. The goal of physical restraint procedures is to ensure safety for a short duration and/or until the danger of injury has passed. The CA team understands the use of physical restraint as a last resort, and is also trained in other methods of crisis de-escalation. Our schools will use prevention, positive behavior supports and conflict de-escalation to preclude the need for use of these concerns.

Every effort should be made to prevent the need for using 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 or seclusion. These guidelines apply for all scholars, not only



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students with disabilities. CA schools will work to ensure the following remains true:

- Seclusion and restraint must not be used as a form of discipline or punishment, as a threat to control, bully or obtain behavioral compliance, or for the convenience of school personnel
- No scholar should be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint
- No scholar should be 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 scholar is enrolled
- No scholar should be subjected to mechanical restraint to restrict a scholar's freedom of movement

Further, Seclusion and Restraint:

- Should be reserved for situations or conditions where there is imminent danger of serious physical harm to the scholar, other scholars, or school or program staff and other interventions are ineffective;
- Should not be used except to protect the scholars and others from serious harm and to defuse imminently dangerous situations in the classroom or other non-classroom school settings (e.g. hallways, cafeteria, playground, sports field);
- Only may be used by trained personnel, specifically those members of the school's designated crisis response team;
- Never involve mechanical restraints to restrict a scholar's freedom of movement;
- 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.)

Physical Restraint Procedures

Physical restraint must be used only:

- when a scholar's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others;
- only to the degree necessary to stop the dangerous behavior;
- in a manner that causes no physical injury to the scholar, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on the student's back or chest or that causes asphyxia; and
- is a manner that is directly proportional to the circumstances and to the student's size, age and severity of behavior.

Collegiate Academies trains its crisis/emergency team with the Therapeutic Crisis Intervention for Schools (TCIS) Program, which is nationally acclaimed training for educators and care providers in learning crisis de-escalation. TCIS is used to equip staff with skills, strategies, and methods for preventing or intervening if a scholar is in crisis. The goal of the program is to provide staff with a way to intervene and address violent behaviors while still providing for the welfare and security of all who are involved in the crisis situation. The training includes clarification of basic elements of violent behavior,



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identification of how a crisis may escalate and de-escalate, techniques for safe physical restraint, and strategies and best practices for verbal de-escalation for preventing violent behaviors.

TCIS Physical Intervention Techniques in which personnel are trained include:

- *Small child restraint* - designed to be used with children. Involves one person doing the restraint and a monitor for safety and assistance.
- *Standing restraint* - designed to manage individuals who have become dangerous to themselves or others. Involves two person team approach and a monitor for safety and assistance if needed.
- *Seated restraint* - designed to manage individuals who have become dangerous to themselves or others. Involves two person team approach and a monitor for safety and assistance if needed.
- *Disengagement Techniques* - designed to be used if an individual demonstrates physical risk behavior.

In the event that a scholar at a CA school should need to be physically restrained, each school has a TCIS trained "crisis" or emergency team that are certified in both techniques. This team follows all restraint and seclusion guidelines as outlined in federal and state regulations and in addition utilized best practices from TCIS to ensure that restraints are effectively used, documented and reflected upon.

Every CA employee that is trained with TCIS has undergone training to maintain implementation of best TCIS practices. Additionally, all CA employees who interact with students are trained in TCIS de-escalation and disengagement techniques and are taught how to appropriately document incidents of restraint and seclusion.

All program training and documentation is completed by certified TCIS trainers. A list of all district personnel certified in TCIS is maintained and follow-up refresher courses are held at appropriate intervals and documented.

Seclusion Procedures:

School personnel may use seclusion (isolation and confinement of the scholar in a separate area) only when the scholar poses an immediate risk of danger to self or others as more fully described below:

- The person is in control of a weapon;
- Isolation is needed to break up a fight or maintain order at the school;
- The person poses a viable threat of imminent harm to self or others or substantial destruction of school property;
- Isolation is required / specified by a scholar's IEP, Section 504 Plan, and/or Behavior Intervention Plan;
- Other such incidents involving imminent risk of significant injury to the scholar or others.

A Seclusion Room or other confined area must:

- be free of any object that poses a danger to the student who is placed there;
- have an observation window;
- have a ceiling height and heating, cooling, ventilation, and lighting system comparable to an operating classroom in the school; and
- be of a size that is appropriate to the scholar's size, behavior, and chronological and developmental age.



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Escorting to Seclusion Room:

- The scholar with a disability should be escorted to the seclusion area without the use of physical force, whenever possible. School employees shall employ Crisis Prevention and Intervention (CPI) training techniques in order to support the scholar in transition from crisis to seclusion room.
- Physical prompts are permissible for the purpose of safely guiding the scholar from one area to another, but care should be taken to limit the use of physical contact with the scholar and to avoid the use of physical force.
- Verbal redirection and other means of positive support should be used before resorting to physical means.

Monitoring: A scholar placed in seclusion must be monitored/supervised at all times by an adult.

Monitoring requires:

- Close, visual proximity to the scholar
- Release as soon as the behaviors cease that led to the isolation/seclusion
- The space where the scholar is secluded has adequate lighting, ventilation, heating and cooling
- The space is free of objects or items that may unreasonably expose the scholar to danger
- The space is designated by the school as a safe environment for temporary, safety-required seclusion

Environmental and other conditions: To reiterate, when a seclusion room is necessary as a last resort (after less restrictive measures have been used such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of the scholar's environment), the following environmental and other conditions are REQUIRED:

- The scholar must be supervised by a school employee
- The supervising employee must be able to see and hear the scholar the entire time the scholar is confined to the seclusion room
- The seclusion room must be free of any object that poses a potential danger to the scholar while in the room
- The seclusion room must have an observation window of a size appropriate to the scholar's size, behavior, and chronological and developmental age
- The seclusion room must have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school
- The seclusion room must NOT be used as a form of discipline or punishment or to threaten or bully the scholar or to obtain behavioral compliance
- The seclusion room must NOT be used for the convenience of school personnel or when unreasonable, unsafe, or unwarranted
- The seclusion room IS NOT PERMITTED for use by a scholar who has a known medical or psychological condition that precludes its use (as certified by a licensed health care provider in a written statement provided to the school).

Documentation Requirements:

Monitoring: Seclusion and restraint require monitoring, documentation, and analysis of data collected:



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- Continuous monitoring
- Documentation every 15 minutes (with adjustments made accordingly)
- Scholar is released/removed as soon as the actions have subsided

Documentation: All incidents of physical restraint and use of a seclusion room must be documented on the [Notification of Seclusion and/or Restraint Form](#)¹.

The Collegiate Academies school employee who used seclusion/restraint shall:

- Complete the above form for each incident of restraint and seclusion
- Submit the completed form to the school principal, or designee, *by the end of the school day in which restraint/seclusion was used.*
- Ensure that all personnel involved log incident reports in SchoolRunner.
- Ensure that all incidents for scholars with disabilities are appropriately logged in SER

Parent or Guardian Notification: State regulations require that Collegiate Academies notify the parent or guardian in writing *within 24 hours* of each incident of restraint or seclusion. The parent/guardian will receive a copy of the completed Notification of Seclusion and/or Restraint Form.

This notification must include the following:

- Reason for seclusion/restraint
- Description of procedures used
- Length of time of seclusion/restraint
- Names and titles of school employees involved

Collegiate Academies schools are required to report each incident to the parent/guardian of a scholar, and will do so no later than the school day following the day in which seclusion/restraint occurred. Every CA school shall document all efforts at communicating with parents, including conversations, phone calls, electronic communications, and home visits, to notify the parents of a child who has been placed in seclusion or physically restrained.

Patterns of Restraint or Seclusion use for Scholars with Disabilities:

When a scholar with a disability is involved in five (5) incidents of restraint or seclusion in a single school year, the school will convene the IEP team to review and revise the scholar's behavior intervention plan (BIP) to include any appropriate and necessary behavioral supports.

¹ Spanish Translation: [20-21 CA Restraint, Seclusion Notice, Documentation Form, Spanish](#)