

BASIS BATON ROUGE RESTRAINT AND SECLUSION POLICY

It is the policy of BASIS Baton Rouge to not use any restraint or seclusion technique in any of its schools except where a student's behavior presents an imminent danger of bodily harm to the student or others, and less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm. Less restrictive interventions mean professionally recognized strategies which are intended to recognize the early signs of impending dangerous behaviors, to identify and ameliorate the causes of such behaviors and to implement non-aversive techniques to minimize the consequences of a student's potentially harmful behavior. They can include, but are not limited to, verbal de-escalation strategies, pauses and breaks, and positive behavior interventions.

“Restraint” means any method or device that immobilizes or reduces the ability of a student to move the student's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

(a) Methods or devices implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.

(b) The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to a safe location.

(c) The brief holding of a student by one adult for the purpose of calming or comforting the pupil.

(d) Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

“Seclusion” means the involuntary confinement of a student alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a student's education plan, individual safety plan, behavioral plan or individualized education program that involves the student's separation from a larger group for purposes of calming.

Implementing a Restraint or Seclusion. If a restraint or seclusion technique is used on a student:

1. School personnel shall maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use.

2. The restraint or seclusion technique shall end when the student's behavior no longer presents an imminent danger to the student or others.

3. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.

4. The restraint technique employed may not impede the student's ability to breathe.

5. The restraint technique may not be out of proportion to the student's age or physical condition.

Reporting and documentation procedures. When a restraint or seclusion technique has been used on a student, or when the school summons law enforcement in lieu of using a restraint or seclusion technique on a student, the following requirements must be met:

1. School personnel shall provide the student's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four hours after the incident.

2. Within a reasonable time following the incident, school personnel shall provide the student's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.

3. Schools shall review strategies used to address a student's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the pupil requires a functional behavioral assessment. The School will include the Special Education Coordinator in this process.

Nothing in this policy should be construed to prevent school resource officers from responding to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.