



Career Academy South Bend
3801 Crescent Circle
South Bend, IN 46628

Phone (574) 299-9800
Fax (574) 288-6125

www.careeracademysb.com

Success Academy South Bend
3408 Ardmore Trail
South Bend, IN 46628



District Policy: Career Academy & Success Academy of South Bend believes that maintaining an orderly and safe environment is conducive to a healthy learning environment and is an appropriate expectation of all students and employees within the school. Career Academy & Success Academy of South Bend recognizes that there are times when it becomes necessary for employees to use reasonable physical restraint and/or isolated time out/seclusion to protect a student from causing harm to him/herself or to others. Seclusion and physical restraint shall be used only as a last resort, as a means to maintain a safe and orderly environment for learning. Seclusion and restraint should only be used to the extent necessary to preserve the safety of students and staff. Use of seclusion and restraint may also be a component of a Behavioral Intervention Plan (BIP) and/or an Individualized Education Plan (IEP) for students. If such is the case, the terms of the BIP and/or IEP must address the use of seclusion and restraint and will control the guidelines of using these measures.

Handbooks Statement: Career Academy & Success Academy believes that maintaining an orderly and safe environment is conducive to a healthy learning environment and is an appropriate expectation of all students and employees within the school corporation.

Career Academy & Success Academy of South Bend recognizes that there are times when it becomes necessary for employees to use reasonable physical restraint and/or isolated time out/seclusion to protect a student from causing harm to him/herself or to others. In accordance with the law, Career Academy & Success Academy has adopted a Seclusion/Restraint Plan to establish guidelines for the use of seclusion/restraint.

I. Use of Restraint

- A. Restraint shall be used only as a last resort when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others.
- B. Restraint shall be employed only as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
- C. Any regularly used timeout procedure shall be documented and agreed upon in a student's BIP and/or IEP.
- D. Restraint shall be employed only by staff members who have received crisis intervention training by the school in the use of restraint procedures with the following exceptions:
 - a. Other school personnel may employ restraint procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
 - b. Restraint of a student shall be conducted in a manner consistent with the techniques prescribed in the crisis intervention training program.
- E. Restraint shall last only if is necessary for the student to regain behavioral stability and the risk of injury has ended, usually a matter of minutes.
- F. The degree of 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.
- G. Mechanical or chemical restraints are not authorized in school.
- H. Prone or supine forms of restraint are not authorized and shall be avoided.

- I. Restraint or seclusion shall never be used in a manner that restricts a child's breathing or harms the child.
- J. Every instance in which restraint or seclusion is used shall be carefully, continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel.

II. When Restrain Procedures shall NOT be employed

- A. Restraint shall not be used unless there is imminent risk of injury to the student or others.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury and shall not result in restraint.
- C. 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.
- D. When known medical or physical condition of the student would make the restraint procedures dangerous for the student (e.g. students with heart or circulatory conditions, asthma, etc.) they shall not be employed.
- E. Restraint shall never be used as a punishment or to force compliance with staff commands.

III. Use of Seclusion

- A. Seclusion shall be used only when a student is displaying physical behavior that presents substantial imminent risk to the student or others, and the threat could be diminished if the student was in a safe environment away from other students and staff.
- B. Any regularly used seclusion procedure shall be documented and agreed upon as part of a student's BIP and/or IEP.
- C. Seclusion shall be employed only as a last resort after other methods of de-escalating a dangerous situation have been attempted.
- D. Seclusion shall be used only if necessary and shall be discontinued when the student is no longer an imminent threat to self and/or others.
- E. Seclusion shall be employed only by staff members who have received specific approved crisis intervention training in the use of seclusion procedures.
- F. Seclusion must be used only when the student can safely be transported to the seclusion environment by trained staff members using appropriate techniques based on crisis intervention training.
- G. Timeout procedures that do not constitute seclusion are permitted in school.
- H. All seclusion environments shall be inspected and:
 - a. Be of reasonable size to accommodate the student and at least one adult.
 - b. Be of reasonable size to permit students to lie or sit down.
 - c. Have adequate ventilation including heat and air conditioning as appropriate.
 - d. Have adequate lighting.
 - e. Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass.
 - f. Permit direct continuous visual and auditory monitoring of the student.
 - g. Permit automatic release of any locking device if fire or other emergency in the school exists.
 - h. Shall meet current fire and safety codes.

IV. When Seclusion Procedures shall NOT be Employed

- A. When the substantial imminent risk of injury no longer exists.
- B. When known medical or physical condition of the student would make the seclusion procedures dangerous for that student (e.g. students expressing suicidal thoughts, students with heart or circulatory conditions, asthma, or other conditions).
- C. Seclusion shall never be used unless a staff member can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.
- D. Seclusion shall never be used as a punishment, or to force compliance with staff commands.

V. Timeout

Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period. Timeout occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Timeout shall be both developmentally and behaviorally appropriate and shall be short. Any regularly used timeout procedure shall be documented and agreed upon in a student's BIP and/or IEP.

VI. Informing Parent & Guardians

As soon as possible after any such use of time out, restraint and/or seclusion, the parents or guardian will be informed when any of these actions have occurred and will be provided with a detailed account of the incident including the circumstances that led to the use of timeout, restraint and/or seclusion.

VII. Training

- A. Career Academy and Success Academy of South Bend will provide all staff members with basic training about conflict de-escalation procedures, the dangers of restraint and seclusion, and procedures for contacting fully trained and certified staff when behavioral crises occur.
- B. This training will be recurrent and will be provided to new staff.
- C. A core group of appropriate personnel will be trained in each building in crisis intervention techniques (Crisis Team) which will include the use of restraint and seclusion procedures. Recurrent training will be provided.

VIII. Reporting, Documenting and Debriefing Requirements

- A. Immediately after the student has restored emotional and behavioral control following the use of restraint and/or seclusion, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the restraint or seclusion.
- B. The building administrator or designee will attempt to notify the parent/guardians as soon as possible (no later than the end of the school day or as soon as practical on the day on which the restraint or seclusion occurs). If the administrator cannot reach the parent, he/she may send home a paper copy of the incident report via US Mail.
- C. The building administrator or designee will communicate with the parent/guardian:
 - a. the student's current physical and emotional state
 - b. strategies to assist the parent/guardian in dealing with any residual effects of the incident.
- D. Log Entry Report:

- a. Staff involved in the use of seclusion or restraint will complete a log entry in the PowerSchool, student information system, as soon as practical after the use of seclusion or restraint.
- b. The building administrator or designee will send a copy of the written report to the parent or guardian documenting the use of restraint or seclusion and will place a copy of the report in the student's file.
- c. A copy of the log entry report shall also be sent to a designated administrator.
- d. A minimum of the following will be included in the log entry created after each instance of restraint or the use of seclusion:
 - i. The student's name
 - ii. The date, time and location of the incident
 - iii. The duration of any restraint or seclusion, or the beginning and ending times of the restraint and/or seclusion
 - iv. A description of any relevant events leading up to the incident
 - v. A description of any interventions used prior to the implementation of restraint or seclusion
 - vi. A description of the incident and/or student behavior that resulted in implementation of the restraint or seclusion including a description of the danger of injury which resulted in the restraint or seclusion
 - vii. A log of the student's behavior during restraint or seclusion, including a description of the restraint technique(s) used and any other interaction between the student and staff
 - viii. A description of any injuries to students, staff, or others or property damage
 - ix. A list of the school personnel who participated in the implementation, monitoring, and supervision of restraint or seclusion and whether they had training related to restraint or seclusion
 - x. The date and time on which the parent or guardian was notified
- e. Data on students that have a BIP and/or IEP may be kept in a private location and shared with parents based on agreed upon intervals.
- f. Each staff member involved in an incident will engage in debriefing or processing session(s) to determine what could have been done to prevent the future need for use of restraint or seclusion for the specific student and for other students in similar situations.
- g. Also, with assistance from staff, the student will process the event at the earliest appropriate time.

IX. Issues related to Special Education & IEP/BIP Implementation:

- A. The Seclusion & Restraint (S/R) law is not a special education law but applies to all students.
- B. The S/R law refers to Behavior Intervention Plans and uses the exact same definition of a BIP as used in Article 7. Therefore, any BIP in a student's IEP is the same BIP referred to in the S/R plan.
- C. The Career Academy & Success Academy of South Bend S/R plan limits the use of S/R "as a last resort when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others."

X. Annual Review, Planning Process and Oversight

- A. An administrator (or designee) will be designated as the coordinator of data, planning and oversight of the use of restraint or seclusion procedures
- B. Each school shall conduct an annual review of all individual and program-wide data associated with this policy. Upon review of the data, the Committee shall identify any issues and/or practices that require further attention/training and provide written recommendations.
- C. The Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the training curriculum.