

# **MONARCH SCHOOL SECLUSION POLICY**

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## **RATIONALE:**

Seclusion is an emergency safety intervention that shall only occur when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Seclusion shall only be used in a manner that is age and developmentally appropriate.

Seclusion is the involuntary confinement of a student in a room, enclosure or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. It does not include a timeout. In the case where seclusion is necessary, it shall be non-punitive and non-coercive with the goal of assisting the student to reestablish internal and behavioral control.

Seclusion may be used as a response to an emergency only. A student may only be secluded when he or she is endangering him or herself or others. Seclusion is discontinued as soon as possible, with the student returning to normal routines and activities.

Monarch School is committed to the prevention, reduction and elimination of the use of Seclusion. Seclusion may only be used when other less restrictive interventions have been attempted and found to be ineffective in preventing harm to the student or to others. All prior attempts at less restrictive interventions regarding the use of Seclusion must be documented on the Seclusion form that is placed in the student file.

## **PROCEDURE:**

Justification for the use of Seclusion must be documented in the student file on a seclusion form; this includes prior attempts to use less restrictive interventions.

## **Environment of the Seclusion Area**

The room or area used for seclusion must:

- Only occur in one of the two designated seclusion rooms in the school, unless the use of an alternative space is recommended and authorized following a special committee review.
- Provide for adequate space, lighting, ventilation, clear visibility and the safety of the student;
- Not prevent the student from exiting the area should staff become incapacitated or leave the area
- Not be locked

## **Student Enrollment:**

Upon enrollment, each student is assessed for his or her potential need for seclusion, this assessment includes:

- behaviors that the student has engaged in that have posed a risk to self or others;
- situations and/or events that occurred prior to the student engaging in behaviors that are a risk to self or others;
- interventions that the staff can initiate that are helpful in assisting the student to control his/her behaviors;
- interventions that are not helpful in assisting the student to control his/her behavior;
- tools that are helpful to the student in managing his/her own aggressive behavior;
- medical or psychological conditions that the student may have that school personnel should be aware, in the event a seclusion is necessary

### **Parent/Guardian Notification:**

At the time of enrollment, the student and his or her parent/guardian is informed of the Monarch School philosophy on the use of seclusion. The parent and/or legal guardian will receive notification in writing at the time of enrollment that seclusions are used. All episodes of seclusion will be reported to the family and/or legal guardian according to their instructions documented on the Seclusion Notification Policy form that is completed at the time of enrollment and annually thereafter. A copy of the seclusion form shall be made available to the parent or guardian within twenty four hours.

### **Monitoring a Student in Seclusion**

During the seclusion, the student must be continuously visually monitored and all physical needs of the student (e.g. food, fluids, medication, bathroom visits etc.) must be met. Every 15 minutes, staff must assess and document the status and response of the student. This assessment should be done only by authorized and trained staff. It will include:

- vital signs if possible
- signs of any injury sustained in the seclusion
- nutrition and hydration
- hygiene and elimination
- physical and psychological status
- readiness to end seclusion
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The use of seclusion will be immediately terminated when the student demonstrates ready behavior or if the student experiences any adverse side effects, such as illness, severe emotional or physical stress, or physical harm.

### **Administrative School Notification:**

Once the determination is made that less restrictive interventions have not proven effective, the Behavior Specialist must be contacted. All use of seclusion must be reported immediately to the Monarch School Director, or his/her designee, to review for compliance with this policy.

Staff will notify an agency nurse if a student injury occurred that requires more than first aid (to include self injurious acts) during the course of a seclusion and/or physical complaint made by the student during the Seclusion.

### **Outside Notification**

The Monarch School will make its records concerning Seclusion available to staff from the Ohio Department of Education (ODE) upon request. The Monarch School will report information concerning its use of Seclusion annually to the ODE, upon request in the format and manner as prescribed by the Department.

### **Staff Training:**

Seclusion may be used as a response to an emergency situation only, where there is imminent risk of harm to the student or others.

All staff participating in seclusion must be qualified. Qualification is based on maintaining current (reviewed and updated annually) training. The 12 hours of annual training will include:

- Current certification in Cardio-Pulmonary Resuscitation (CPR).
- Current certification in First Aid.
- Training in non-physical techniques for intervention and de-escalation of disruptive or aggressive acts, persons, and/or situations. Successful completion of the non-violent crisis prevention course is required.
- Training in the school's seclusion policy and procedures. As a part of training, each staff person must be placed in seclusion.
- Mediation, self-protection techniques.
- The underlying causes of threatening behaviors exhibited by the students served.
- Recognizing the ways in which their own (staff) behaviors can affect the behaviors of the students.
- Recognizing signs of physical and psychological distress of students in seclusion
- Taking vital signs and interpreting their relevance to the physical safety of the student in seclusion.
- Assisting students in meeting behavior criteria for the discontinuation of seclusion.
- Recognizing readiness for the discontinuation of seclusion.
- Recognizing when medical or other emergency personnel are needed.
- Recognizing how age, developmental considerations, gender issues, ethnicity, medical conditions, physical disabilities, and history of sexual or physical abuse may affect the way in which a student reacts to physical contact
- A review of the Monarch School Seclusion policy

### **Prohibited Uses of Seclusion:**

Seclusion shall not be used for:

- For the convenience of staff
- As a substitute for an educational program
- As a form of discipline/punishment
- As a substitute for less restrictive alternatives
- As a substitute for staff training in positive behavior supports and crisis prevention and intervention,
- As a substitute for inadequate staffing, or
- As a means to coerce, retaliate, or in a manner that endangers a student.

### **Documentation:**

When seclusion occurs, the staff persons must:

- Complete all portions of the Seclusion Form, including the narrative that details the incident leading up to the seclusion and the student's behavior and affect. The interventions attempted as taught in TCI, and the specific interventions from the student's Individual De-Escalation Plan prior to the seclusion, along with the student's response to those interventions, must be clearly documented.
- Explain to the student the reason for the seclusion and describe the behavior required of the student that would indicate sufficient behavioral control so that the seclusion will no longer be needed.
- The staff must document the student's condition during the seclusion every 15 minutes.
- End the seclusion as soon as the student meets behavior criteria that would allow for discontinuation. Immediately discontinue the use of seclusion if the student experiences any adverse side effects, such as illness, severe emotional or physical stress or physical damage.
- Document any injuries if sustained and treatment received i.e. first aid, for these injuries.

### **Student Assessment Following Seclusion:**

At the end seclusion, staff members must take the student's vital signs and assess the student's functioning. All attempts to take vitals must be documented, even if unsuccessful, i.e. student too agitated etc. Staff will document any student injury (to include self injurious acts) and/or physical complaints made by the student during the seclusion and actions taken as a result of a student injury and/or physical complaint made by the student during the seclusion.

### **Form completion following Seclusion:**

The seclusion form must be completed by the end of the school day with the appropriate signatures of all staff who were involved in the seclusion. The behavior supervisor will conduct an administrative review the seclusion for compliance with this policy. After the administrator review, the original, completed form will be given to the school administrative assistant for placement in the student file.

### **Debriefing:**

A debriefing with the student, and all the staff involved in the seclusion, will occur as soon as possible after the use of seclusion but no later than the end of the next school day. If it is deemed counter-productive to conduct a debriefing with the staff and student together (i.e. a complaint was made against a staff involved in the seclusion), the debriefing will occur with the staff and student separately. Any deviation from holding a debriefing must have clear documentation as to why (Debriefing Deviation Form), receive approval from the Behavior Specialist and be filed in the clinical record. A debriefing is used to do the following:

- Evaluate the trigger for the incident
- Identify the staff's response
- Identify if anything could have been done differently
- Evaluate the methods to address the student's behavioral needs
- Modify the students De-escalation Plan, when indicated

### **Quality Improvement Activities:**

Once the Seclusion Form has been signed, reviewed and made ready for filing in the student file, the Behavior Specialist will notify the agency Quality Improvement Specialist of the Seclusion. The Quality Improvement Specialist will enter Seclusion information into the computer for the purpose of generating quality improvement information. The data collected on all Seclusions includes:

- The student in the Seclusion
- Length of each Seclusion
- Date and time each Seclusion was initiated
- Day of the week each Seclusion was initiated
- Gender of the student

The information reviewed monthly through Performance Improvement activities consist of:

- The aggregate number of Seclusions.
- The aggregate number of students secluded
- The total number of seclusions by individual/student.
- The total amount of time (minutes/hours) in seclusions, per student.
- The number of seclusions by day of week
- The number of seclusions by time of day (hourly between the hours of 8am and 3 pm)
- The seclusion ratio via the school attendance
- Staffing patterns at the time of the implementation of the seclusions.

**NOTE:** If a student repeatedly engages in dangerous behavior that leads to instances of seclusion, the school shall conduct a functional behavioral assessment to identify the student's needs and more effective ways to addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

### **Filing of Complaints:**

If a parent and/or guardian have a concern related to seclusion; he or she may do so in writing by completing the Seclusion Complaint form located on the Monarch School Website or by contacting the Monarch School Director, or the agency Client Advocate. The complaint will be investigated and the parent will be informed of the results within 30 days of the filing of the complaint.

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