

## INTEGRATION, INCLUSION, SECLUSION AND PHYSICAL RESTRAINT

## - POLICY -

The Board of Education supports equitable access to learning and the opportunity for all students to pursue their goals in all aspects of their education. To this end, the Board of Education supports the practice of inclusion and integration of students with special needs in their neighbourhood schools and with their age and grade peers in regular education classrooms. The Board also recognizes that integration must be appropriate to the student's needs.

The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers does not preclude the appropriate use of resource rooms, self-contained classes, community-based training or other specialized settings. Consultation between the parent(s)/guardian(s), the classroom teacher(s), the learning assistance/resource teacher and other professionals involved with the child will determine the services for the child through the planning and implementation of an individual education plan (IEP).

This policy is to be used in conjunction with **PM2-230, Provision of Educational Programs to Students.**

## - REGULATIONS –

## 1.0 DEFINITIONS

- 1.1 Inclusion: the building of relationships so that everyone is considered a valued member of the school community.
- 1.2 Integration: the adaptation of services and resources to support students in the classroom.
- 1.3 Physical Restraint: a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

- 1.4 Seclusion: the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.
- 2.0 All program decisions are made according to existing Ministry orders, guidelines as outlined in the Special Education Manual of Policies, Procedures, and Guidelines, District policy, School District #85 Learning for All Handbook and within the limits of resources available to the student's school and community.
- 3.0 Parental notification and written approval must occur prior to the placement of a student on a program that is adapted and / or modified. Further, every attempt must be made to include the parent(s)/guardian(s) in the development of the student's individualized education plan.
- 4.0 The LA/RT, in the event of a new student, will contact the sending school for information regarding the student's behavioural functioning in a school setting and present this information to the school team for review. This review should include the following:
- a determination as to whether the student will need a safety plan and a behavioural support plan;
  - the development of these plans should they be necessary in consultation with the family;
  - communication of these plans to the Principal/Vice-Principal and all staff who will be working with the student;
  - support for the classroom teacher in implementing strategies to minimize the likelihood of violent incidents;
  - make any revisions necessary to the safety and behavioural support plan.
- 5.0 SCHOOL-BASED TEAM
- 5.1 Schools shall endeavor to utilize a School-Based Team approach to plan for children who may have special needs. The role of the School Based Team includes:
- exploring concerns about a referred student's progress;
  - appointing a case manager for each student requiring special education services;
  - assigning school-based services to students and / or referring students for district special education services;
  - referring students to community or regional services in consultation with the District Principal of Special Programs;
  - reviewing student progress in relation to the individual education plan (IEP);
  - dispersing consultation time moneys assigned to the school to facilitate planning between the classroom teacher and designated resource staff;
  - allocating Special Education Assistant time to individual students.

- 5.2 The composition of the school based team may vary, but should include a principal/vice-principal, classroom teacher, and special education teaching staff assigned to the school. At times, the team may be expanded to include Special Education Assistants, parent(s)/guardian(s), the student, District support staff and representatives from specifically involved community services.

## 6.0 PHYSICAL RESTRAINT

- 6.1. Physical restraint or seclusion is used only in exceptional circumstances where the behavior of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical self-harm or harm to others has dissipated.
- 6.2. Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices
- 6.3. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.
- 6.4 If physical restraint or seclusion is used in an extreme emergency situation, follow-up will include:
- notification to the school principal as soon as possible after an incident (always prior to the end of the school day on which the incident has occurred);
  - notification, by the school principal, to the student's parent(s)/guardian(s) as soon as possible (always prior to the end of the school day on which the incident has occurred);
  - notification to the Superintendent/designate as soon as possible after an incident (always prior to the end of the school day on which the incident has occurred);
  - a debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – to examine what happened, the cause of the incident, and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary.
- 6.5 The Superintendent/designate will provide staff with a process and schedule for regular review of physical restraint and seclusion procedures to ensure alignment with current research/practice.