DATE:	May 14, 2024
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Seclusion and Physical Restraint Update
ORIGINATOR:	Kathy Muhlethaler, Assistant Superintendent
RESOURCE STAFF:	Dave Bennell, Ian Crichton, Ann Parker
REFERENCE	Standards for Seclusion and Physical Restraint in Alberta Schools HAH.AR Division Seclusion Rooms and Use of Physical Restraint

ISSUE

On May 25, 2021, the Board passed the following motion:

> That data on the use of seclusion and restraint are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.

BACKGROUND

The Standards for Seclusion and Physical Restraints in Alberta Schools are the basis for our Division's Administrative Regulation HAH.AR Seclusion Rooms and Use of Physical Restraint. The Division has established practices and standards that prioritize the safety and well-being of students and staff within a welcoming, inclusive, safe and healthy learning environment providing clear standards and expectations with respect to the use of seclusion rooms and physical restraint in the Division. Seclusion rooms and physical restraint are only to be used by staff who have met the training standards. Training provides staff with the skills to safely recognize and respond to crisis situations, focusing upon proactive approaches and de-escalation techniques.

CURRENT SITUATION

The Division continues to support systemic change through the development of staff capacity to ensure a positive proactive approach to supporting students with complex behavioral needs. This is approached through prevention with a focus on de-escalation, defusing challenging behaviours and building positive relationships. Despite a focus on prevention, a crisis or safety management plan may be necessary in exceptional situations where a student's behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and when de-escalation, preventative strategies or alternative interventions are ineffective. The use of seclusion and/or physical restraint is a last resort as in a crisis or emergency situation.

Support for staff training is a shared responsibility between central administration and school principals. The Division provides professional learning to meet Division training standards through Non-violent Crisis Intervention (NCI) and three complex behavior modules. The complex behaviour professional learning modules A, B and C provide positive behaviour interventions and strategies through all tiers of the pyramid of intervention:

- Module A: provides a foundational look at positive behaviour supports and universal strategies that can support and promote mental health in the classroom.
- Module B: builds on the foundations of Module A and provides information about how complex behaviors develop, and some of the precipitating factors that can impact a student in the classroom such as executive functioning, regulation and trauma.
- Module C: provides in-depth instruction regarding Individual Behaviour Support Plan (IBSP) creation and building a supportive collaboration between family and school to support students with complex behavioural needs, including data tracking, and developing specific strategies for supporting students.

Historically, there has been strong participation in the Complex Behaviour Modules A, B and C as they are part of Division training standards for staff involved in the use of seclusion and/or physical restraint. When there is potential for the use of a seclusion room and/or physical restraint, schools are required to have a minimum of two staff who meet training standards. Modules B and C as well as Non-violent Crisis Intervention (NCI) are required for staff in schools with operational seclusion rooms. Module A is strongly recommended. All modules are available to any Division staff member interested in taking them.

As most Division staff working in schools with operational seclusion rooms have completed this training, the current Module C participation numbers likely reflect either staff who are new to supporting students with complex behaviour learning needs or other interested staff.

Module	A: Universal	B: Targeted	C: Specialized	B and C Combined	Pre DLM Condensed
September 2023–April 2024 Number of Staff Participants	36	52	38	71	17

- Attendance in these modules is as follows:
  - As of April 26, 2024, 214 Division staff attended one or more of the complex behavior modules this school year.
  - Since 2019 up to and including April 26, 2024, there have been a total of 4950 staff who have attended Complex Behaviour Modules professional learning sessions:
    - 1669 staff who have attended Complex Behaviour Module A
    - 1685 Division staff who have attended Complex Behaviour Module B
    - 1483 Division staff who have attended Complex Behaviour Module C
    - 87 Division Staff who have attended Complex Behaviour Modules B and C Combined
    - 26 Division Staff who have attended Complex Behaviour Module C Condensed (Pre- DLM session for administrators)

Non-violent Crisis Intervention (NCI) training includes conflict de-escalation training and techniques through online theory modules and in-person physical competency sessions.

Non-violent Crisis Intervention (NCI) September 2023–April 2024 Number of Staff Participants	1157

Non-violent Crisis Intervention (NCI) requires recertification every two years. The participation numbers above include staff seeking re-certification as well as staff taking the training for the first time. There are currently 3173 Division staff who are certified in NCI.

Alberta Education requires school Divisions to track and provide data each month on the use of operational seclusion rooms for each school with an operational seclusion room in their building. The following data is provided:

- For the 2021–2022 school year, there were 78 schools with one or more operational seclusion rooms, for a total of 151 operational seclusion rooms.
- For the 2022–2023 school year, there are 83 schools that have one or more operational seclusion rooms, for a total of 174 operational seclusion rooms.
- For the 2023-2024 school year, there are 80 schools that have one or more operational seclusion rooms, for a total of 167 operational seclusion rooms.
- During the 2023-2024 school year, ten seclusion rooms have been decommissioned at the request of schools.

With respect to the tables below, please note the following:

- The 2019–2020 data reflects September to mid-March due to the transition to emergent remote learning for all students on March 16, 2020.
- The 2020–2021 data reflects in-person learners with approximately 30 per cent of Division students learning online.
- The 2021–2022 data reflects in-person learners with approximately five per cent of Division students learning online.
- Unique Students refers to the number of different students using the seclusion room that month (the same student may have used a seclusion room more than once).

Seclusion Room Data

	RECORD OF USE SELF-SELECTED									
	2019–2020		2020–2021		2021–2022		2022–2023		2023–2024	
	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected - use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students	Monthly Self-selected use of seclusion room	Monthly Self-selected Unique Students
September	538	146	113	57	246	65	190	62	205	70
October	816	119	104	39	142	62	239	80	206	73
November	329	50	81	36	143	63	207	60	177	67
December	144	25	64	33	61	38	136	51	184	53
January	255	14	91	44	104	41	160	65	186	53
February	132	15	80	36	158	68	156	62	162	55
March	77	6	78	39	104	53	104	49	133	49
April	n/a	n/a	100	43	106	42	122	44	224	60
May	n/a	n/a	41	24	97	40	151	47	n/a	n/a
June	n/a	n/a	92	40	60	27	84	27	n/a	n/a
TOTAL	**2291**	**375**	**844**	**391**	**1221**	**499**	**1549**	**547**	**1477**	**480**

	RECORD OF USE NON-SELF-SELECTED									
	2019–2020		2020–2021		2021–2022		2022–2023		2023–2024	
	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students	Monthly Seclusion Room usage (non-self-selected)	Monthly Seclusion Room Unique Students
September	267	93	73	31	115	46	114	54	111	48
October	391	89	92	37	108	62	142	55	235	93
November	282	36	90	36	141	57	172	61	196	69
December	250	15	61	31	109	53	141	66	166	66
January	240	17	61	32	110	47	103	49	185	71
February	205	29	60	30	208	62	88	47	164	65
March	76	5	99	41	215	71	70	40	106	50
April	n/a	n/a	46	36	187	55	97	54	181	80
May	n/a	n/a	48	24	168	52	105	56	n/a	n/a
June	n/a	n/a	76	36	108	44	64	40	n/a	n/a
TOTAL	**1711**	**284**	**706**	**334**	**1469**	**549**	**1096**	**522**	**1344**	**542**

The seclusion room data from September 2023 to April 2024 indicates there were 2821 uses of these spaces across the Division:
- 1477 (or 52.36 per cent) of uses were self-selected
- 1344 (or 47.64 per cent) of uses were non-self-selected

During the 2020–2021 school year, the Division created a process to collect physical restraint data and provided staff with training relative to the collection of this data. For that school year, some data was collected but it is not considered comprehensive and, as a result, has not been included in this report. The 2022–2023 school year is the second year the Division has collected comprehensive physical restraint data.

With respect to the Physical Restraint table below, the data is separate from the self-selected and non-self-selected seclusion room use data.

	Physical Restraint						Seclusion and Physical Restraint					
	2021–2022		2022–2023		2023–2024		2021–2022		2022–2023		2023–2024	
Month	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
September	50	36	75	39	61	40	30	25	50	35	45	27
October	81	45	67	45	90	55	31	27	54	34	103	49

Month	Physical Restraint						Seclusion and Physical Restraint					
	2021–2022		2022–2023		2023–2024		2021–2022		2022–2023		2023–2024	
	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students	Total Incidents	Unique Students
November	76	44	78	33	66	38	54	43	34	25	64	43
December	41	25	51	35	59	34	32	24	36	23	40	29
January	44	21	51	40	53	29	11	11	47	31	52	33
February	81	35	37	25	64	35	39	29	32	23	37	23
March	68	34	59	41	47	29	45	31	34	23	40	28
April	75	43	63	40	51	34	51	36	42	33	50	37
May	60	35	75	52	n/a	n/a	44	24	44	27	n/a	n/a
June	36	25	54	30	n/a	n/a	55	29	31	18	n/a	n/a
TOTAL	**612**	**343**	**610**	**380**	**497**	**294**	**392**	**279**	**404**	**272**	**431**	**269**

KEY POINTS
- The Division continues to support systemic change through professional learning and building staff capacity relative to supporting students with complex behavioural needs.
- Positive and proactive strategies with a focus on de-escalation are always to be used first to prevent the use of seclusion and/or physical restraint.
- The use of seclusion and/or physical restraint is a last resort in a crisis or emergency situation when a student's behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and de-escalation, preventative strategies or alternative interventions are ineffective.
- This is the third year for the collection of comprehensive physical restraint data across all schools.

AP:kd