

COMPLAINT REPORT (PROVISIONAL LICENSE)

Type of Review/Authority for Review:

This review concerned the operation of a Group Care Facility licensed by the Iowa Department of Human Services (DHS). This review by the Iowa Department of Inspections and Appeals (DIA) was conducted pursuant to Iowa Code section 237.7 to review the licensee's compliance with standards found in Iowa Code Chapter 237 and the administrative rules promulgated by DHS found at 441 Chapters 112, 114, 115 and 116. This report is submitted to DHS pursuant to the DHS/DIA Memorandum of Understanding (MOU).

Date of Investigation:

5/9/2018 to 5/25/2018

Health Facilities Surveyor:

Troy Kroeger

Parent Agency:

Clarinda Youth Corporation
1820 N. 16th Street
Clarinda, Iowa 51632
712-542-3103
Page County

Facility:

Sequel Youth Services of Clarinda, LLC - Clarinda Academy – SW7 Jackson Hall
1820 N. 16th Street
Clarinda, Iowa 51632
712-542-3103 ext. 4447
Page County

Previous Licensing Recommendations:

Type of Facility: Community Residential
Full or Provisional License: Full License
Licensed Bed Capacity: 32
Recommended Time Frame for License: 5/1/2017 to 5/1/2020

New Licensing Recommendations:

Type of Facility: Community Residential
Full or Provisional License: Provisional License
Licensed Bed Capacity: 32
Recommended Time Frame for License: 8/1/2018 to 9/15/2018

Special Provisions:

None

Changes to License:

It is recommended the facility be placed on a provisional license.



Summary of the Complaint:

On 5/8/2018 the Department of Inspections and Appeals (DIA) received a written complaint regarding Child 1 concerning an incident that occurred on 3/20/2018. According to the complainant, 8 boys (including Child 1) acted in concert to assault the 2 staff working during the early morning hours of 3/20/2018. The complainant stated Child 1 alleged that after being returned to the Academy, GLD 2 tried to force him to write a statement about his involvement in the assault of the staff. When he refused, GLD 2 demanded he do so and stated, "You're going to tell me what I want to hear." When Child 1 asked what that was, GLD 2 said, "I want to hear that you assaulted my staff." According to the child, when he again refused to write a statement saying he assaulted staff, GLD 2 taunted him. Child 1 alleged that because he didn't tell the staff what he wanted to hear, he ended up being slammed to the floor and restrained. Staff kept switching in and out of the room. Eventually the child wrote a statement detailing what staff told him to write. Child 1 alleged he and the others were not allowed to attend school following this incident, and all were made to sit in a chair staring at a brick wall for hours at a time (3:00 pm to 9:00 pm) being made to sit in a chair and stare at a brick wall with only limited breaks for dinner and hygiene.

Although the complaint was made specific to Child #1, the complainant was concerned about the treatment of the other 7 boys as well.

Interviews:

Complainant
Group Living Director 1 (GLD 1)
Group Living Director 2 (GLD 2)
Executive Director (ED)
Director of Education (DE)
Jackson Hall Caseworker
Teacher A
Staff A –G, I – N, P
Children 1 – 6 (Children 7 and 8 had been discharged)
Clarinda Police Officer

Documentation Reviewed:

Policies and Procedures
Emergency Safety Intervention (ESI) Reports from 3/20/2018 (Children 1 – 8)
Emails from the Director of Education and the Caseworker
Children's Files (Children 1 – 8)
Intensive Supervision and Support Plans for Children 1, 2, 3, 5, 6, 7, 8
Truancy Procedures Checklist

Summary of the Investigation:**Interview with Complainant:**

When interviewed on 5/9/18 the complainant confirmed the concerns as outlined in the summary of the complaint outlined above.

Interview with Group Living Director 1 (GLD 1):

On 5/9/18 GLD 1 was interviewed about Child 1's restraint following the assault on staff and subsequent elopements by several boys. He stated he was not present on the evening of the incident but said as far as he knew, the child was restrained for being uncooperative with a search. He presumed Child 1 had become aggressive as staff tried to search him. Regarding

school separation, he stated the boys were reintegrated back in to school on 4/6/18, the day after Child 1 was discharged. Before the being allowed back in school, a teacher brought homework to the boys for at least a week.

GLD 1 was re-interviewed on 5/14/18. He provided a copy of the policy regarding removing students from the group which called for an Intensive Supervision and Support Plan (ISSP) to be written whenever a student was removed from the regular group. GLD 1 was asked to provide the ISSPs for the 8 boys who had been removed from group following the incident on 3/20/2018.

Another interview occurred on 5/17/18 when GLD 1 asked how the investigation was going. He was told it appeared suspicious all 8 boys were restrained and 5 of the 8 restraints were initiated by Staff A and Staff G. He reiterated he was not there that night but in hind sight, it might have been best if Staff A and Staff G had not questioned the boys as it was staff from their facility that had been injured. He could see how some of the boys may have escalated due to the line of questioning and restraints may have happened that could have been prevented.

GLD 1 was interviewed with the Executive Director present on 5/22/18. He stated after his interview on 5/14/18 he contacted the Jackson Hall team and said he needed ISSPs for the boys who had eloped. He felt they must have misinterpreted his message and decided to create them, since apparently no ISSPs had been developed after the incident. He wasn't sure who created them, but they were on his desk the next morning when he got to work. The only child without an ISSP was Child 4. He then went through the communication log to try and figure which of the assignments on the ISSPs had been done and which had not. He documented information on each ISSP and signed staff initials. He felt staff had implemented a lot of the assignments anyway, but had just not developed a formal plan. He admitted he signed the back of them and dated them 3/20/2018 but should not have. It was not his intention to cover up any wrong doing.

Review of Policies:

The policy titled Removal from the Group/Room Restriction indicated a student who presents a physical threat to self, staff or other students, is likely to damage property or seriously disrupts the group may be removed from the group for up to 72 hours. When the student chooses to behave in non-threatening manner and staff believed they are no longer a risk, they will be returned to the group. If behavior does not change the student can have another 72 hour period added. For each student involved documentation for Individual/Group Accountability will be done in an Intensive Supervision and Support Plan (ISSP) and placed in their file. Dorm supervisors will review and document accountability of the student in his/her file. The Team Leader or designee will review and sign off on the ISSP prior to implementation. During the period of time the student is removed from the group, he/she will receive all meals away from the group, be given regularly assigned schoolwork, have regular exercise periods and be under direct staff supervision.

The policy titled Physical Restraint/Crisis Intervention indicated children could only be placed in an Emergency Safety Physical Intervention (restraint) if they were an immediate or imminent danger to themselves or others; or for any behavior including serious disruption, destruction of property or truancy that could pose an imminent or immediate threat to self or others.

The policy titled Seven Levels of Intervention indicated students should only be restrained when imminent danger was present. Staff were to use the least amount of force necessary until the student was no longer an imminent danger to self or others.

The facility also had policies prohibiting corporal punishment as well as verbal abuse including but not limited to name calling; derogatory statements about the resident or their family, race, gender, disability, sexual orientation, religion or culture; or statements intended to shame, threaten, humiliate or frighten the child.

Review of Children's Files:

- Child 1 (17 years old) was admitted in 1/2018 with diagnoses including conduct disorder and PTSD (post-traumatic stress disorder). His care plan included goals to increase ability to make positive choices and reduce impulsivity; increase awareness of the impact his negative actions on victims; and increase his ability to recognize the negative consequences of association with a negative peer group and gang affiliation.
- Child 2 (17 years old) was admitted in 2/2018 with diagnoses including conduct disorder, ADHD (attention deficit hyperactivity disorder), mild intellectual disability and PTSD. His care plan included goals to manage emotions and anger in a positive way; increase ability to think before acting impulsively; increase ability to identify triggers for fighting and identify the consequences of associating with negative peers.
- Child 3 (16 years old) was admitted in 5/2017 with diagnoses including conduct disorder, RAD (reactive attachment disorder) by history, and unspecified trauma and stressor related disorder. His care plan included goals to increase his ability to manage his emotions in a pro-social manner and cope positively while identifying the negative consequences of using substances; increase his ability to resist negative peer influences and gain self-confidence; and increase his ability to think through his decisions and consequences.
- Child 4 (16 years old) was admitted in 9/2017 with diagnoses including conduct disorder and unspecified trauma and stressor related disorder. His care plan included goals to increase his ability to resist negative influences and recognize the consequences of his gang involvement; increase his ability to use positive coping skills while recognizing the consequences of his substance use and selling of drugs; and increase his ability to make positive decisions regarding school and his life.
- Child 5 (14 years old) was admitted in 12/2107 with diagnoses including conduct disorder. His care plan included goals to communicate feelings appropriately and utilize positive coping skills when upset; demonstrate positive decision making skills; and engage with peers and authority figures in a respectful manner.
- Child 6 (16 years old) was admitted in 8/2017 with diagnoses including conduct disorder. His care plan included goals to increase ability to resist negative influences, associate with positive peers and recognize the consequences of gang involvement; increase the ability to think through decisions and reduce impulsivity; and increase the ability to make positive decisions and follow pro-social norms.
- Child 7 (16 years old) was admitted in 9/2017 with diagnoses including conduct disorder, ADHD and unspecified trauma and stressor related disorder. His care plan included goals to accept decisions from authorities without disrespectful behavior; demonstrate positive decision making skills; and manage emotions without lashing out at others.

- Child 8 (16 years old) was admitted in 5/2017 with diagnoses including conduct disorder and ADHD. His care plan included goals to increase positive decision making; manage feelings without fighting or threatening others; and take responsibility for his actions.

Interview with Child 1:

When interviewed on 5/9/18 via telephone Child 1 reported he was caught after running away on 3/20/2018 and was brought back to the Academy. Once there he was placed in a room with 3 staff. He stated he was questioned by GLD 2 at approximately 3:00 am about what happened. As he stood in a verbal staff Intervention he was told not to move, but to only answer questions. When he answered questions he was told he was lying and that GLD 2 would get the truth out of him. GLD 2 continued to tell him he didn't believe him, reminded him not to move as he (staff) felt unsafe and taunted him by singing "Willy Wonka" songs. Eventually GLD 2 restrained him for no reason by taking him straight down to the ground. He stated he remained restrained by GLD 2 for a while until another staff came in and took over. Eventually he was released and ended up writing a statement. That was the end of the night. After that night he and several others were kept in a private room during school hours. They were initially given school work the first week, but after that they received nothing but a few books. He stated he read all 6 books while in the suspension room. In the dorm he felt humiliated as he and the others were required to sit in a chair facing the wall for several weeks. The boys were never told how to earn their way back into the group. This lasted until he was discharged on 4/6/18.

Interview with Child 2:

On 5/14/18 Child 2 stated he was restrained around 3:00 am on 3/20/18 after being caught running away. He stated he was placed in a room by himself with some staff. Staff A and Staff G questioned him about what happened and eventually slammed him to the floor in a restraint which lasted about 30 minutes. He felt this was about 10 minutes after he had been released from handcuffs by the police. At the dorm he reported they sat on chairs facing the wall all the time for 3 to 4 weeks. Sometimes they were given stuff to do and sometimes they were not. Regarding school, he felt they were provided with homework each day.

Child 2 was re-interviewed on 5/17/18. He stated the night he ran he was caught under a porch by GLD 2. When walking the child to the police officer, GLD 2 threatened to take him down if he tried anything funny. Once back on campus he was placed in a room with GLD 2 and Staff L. He stated staff asked him for all his clothes except his underwear. Before he could change into new clothes he was asked to come out into the hallway by Staff A and Staff G. Once in the hallway he was asked questions and told by Staff A he would be restrained if he lied. He then told them it was all his idea and took all the blame for the assault and the runaway. Staff A then looked at Staff G and said something like, "I think he thinks he's a thug" and the 2 staff picked him up in the air and slammed him to the floor and restrained. He stated he was in his underwear at this time and did not believe there were any witnesses to him being slammed to the floor. He said during the restraint he was called names, scratched and had pressure points used on him to inflict pain. He listed several staff and said the only one who was nice and told the others to lighten up the pressure was Staff E. Eventually he was released and taken back to Jackson Hall to sleep. He was also asked about his Intensive Supervision and Support Plan (ISSP). He was asked if he had ever seen it and he said no. He was shown the list of things he was supposed to have done and he said he did one of the things, but none of the others. He denied the signature on the back of the paper was his. A comparison of his signature to the one on the form revealed they were not the same.

Interview with Child 3:

On 5/14/18 Child 3 recalled being brought back to Clarinda Academy on 3/20/18 and placed in a room by staff and police. He stated he was not fighting and was restrained for no reason by Staff A and Staff G. He was told he would not get out of the restraint until he admitted what happened. He remembered sitting on a chair on the dorm for a few weeks and being in a special room at school. He stated they always had school work available brought in by teachers.

Child 3 was re-interviewed on 5/17/18. He was shown a copy of his ISSP and he stated he had never seen it before. He indicated someone else signed his name and provided a copy of his signature. The signature did not match the one on the document. Regarding the night of the elopement he stated he was by himself when he heard dogs barking and saw lights, so he came out from behind a tree with his hands up. He reported Staff I dragged him to the police by his hoodie before the police hand cuffed him. Once back on campus he was with Staff A and Staff G. He said Staff A had veins popping out of his head and might have been on drugs. He stated a Clarinda police officer was present for the restraint and before the cuffs were even fully off of his wrists, Staff A came over and slammed him to the ground. The police officer helped with the restraint. He stated he was face down the entire time in the restraint. Once released, he was told to write a statement about what happened that night. Staff O then said if he didn't write the statement he would be restrained again. He agreed to write a statement and did. He stated he wrote false information, but they accepted it and send him to bed on another dorm.

Interview with Child 4:

On 5/14/18 Child 4 stated he was restrained by Staff H after being brought back to campus and released from handcuffs by police. He said he was not sure why he was restrained, but it lasted about 15 to 20 minutes. He remembered being restrained, changing his clothes and being told by Staff I that he couldn't go to bed until he wrote a statement. He eventually wrote a statement and was allowed to go to bed about 5:00 am. He said they sat on the dorm for several weeks in chairs with nothing to do, but the last week they were allowed to read and write. As far as school he felt they were provided with lots of homework.

Child 4 was re-interviewed on 5/17/18. He was not asked about an ISSP as staff admitted he did not have one completed. When asked again about the elopement, Child 4 said he was hiding behind a tree when he heard dogs and was caught. He stated when he got back to campus he was placed in a room with Staff H, Staff C and Staff M. GLD 2 came in and asked him if he assaulted his staff. When he said he hadn't GLD 2 laughed and left the room. Child 4 said he was not aware of being in a verbal intervention, but claimed out of nowhere Staff H initiated a restraint with him. He felt that Staff M and Staff C saw Staff H initiate the restraint. He stated Staff H tried to throw him forward, but he blocked with his leg. Staff H then pulled him backwards and put him in a seated restraint. He believed Staff M and Staff C both helped in the restraint at some point along with many other staff who were in and out. He claimed he was not fighting and had not done anything to get restrained in the first place. He indicated that night one staff entered the room and told him he'd like to beat him up, but he couldn't lose his job over it. The best he could recall the boys were made to sit on the chairs separated from the group for about 4 weeks total.

Interview with Child 5:

On 5/14/18 Child 5 recalled being brought back to campus and restrained by Staff A and Staff G. He stated they gave him 3 chances to answer their questions and then they just slammed him to the floor. He thought the total restraint lasted 30 to 40 minutes. Since the incident a couple different staff had called him and the other boys derogatory names for assaulting staff at the time of the elopement.

Child 5 was re-interviewed on 5/17/18. When shown his ISSP he said he had never seen the document before, didn't sign it, and didn't do any of the work the form indicated he had done. He provided a copy of his signature. It did not match the one on the ISSP. Regarding the elopement he stated that once back on campus that night he was placed in a room. The police eventually removed his handcuffs and he was alone with Staff A and Staff G. He originally was seated but when the officer went to take the cuffs off of him Staff A and Staff G took both of his arms and stood him up. After the officer left he was placed in a verbal staff intervention. He was told he needed to stand very still, not move and answer their questions. He told the staff he didn't know the answer to most of their questions. Once staff told him the other kids were blaming him he quit talking all together. About this time the 2 staff looked at each other, picked him up, slammed him to the floor and restrained him. He believed the restraint lasted about 30 to 40 minutes. The only possible witness to the beginning of the restraint was Staff F, but he wasn't sure whether he was present at that time or not. Child 5 indicated he was placed in a supine position and told by Staff A and Staff G he wasn't getting released until he cried. Eventually other staff came in and switched out with Staff A and Staff G. One of the staff who came in made threatening comments about assaulting their staff.

Interview with Child 6:

On 5/15/18 Child 6 stated he was moved to a different facility on campus two days after the elopement occurred. The night he ran away, he was caught and brought back to the facility by staff and police. He was taken into the Group Living Office and made to stand in the middle of the room. He reported staff slid the big table back against the wall and then Staff A and Staff G stood very close to him on either side. Staff A started to question him about the incident, but he would not tell the staff specific names of who did what. He reported Staff A threatened him. Since Child 6 was scared he ended up telling Staff A and Staff G the names of the kids and what they did. Even so, they restrained him. He indicated the restraint was kind of rough as Staff A bent him forward and it hurt. He also indicated he thought he smelled alcohol on Staff A's breath. Eventually GLD 2 came in and took over, but he was even rougher which hurt worse. The child said GLD 2's grip was so tight his hands were numb when it was over. Child 6 stated felt he had plenty of school work to do when he was on in-school suspension.

Interview with Staff A:

On 5/14/18 Staff A stated the children were separated at school for about 2 weeks. He named Teacher A and another teacher who brought work for the children and felt they were kept very busy for the 2 weeks they were on school separation. He stated the group separation on the dorm also lasted 2 weeks. They were all given opportunities to earn their way off separation, but most did not take the opportunity at that time.

Staff A was re-interviewed on 5/21/2018 at 2:13 pm with the ED present. He was asked why he was part of the initiation of 5 of the 8 restraints following the incident on 3/20/18. He stated that since the boys were from his dorm, he felt responsible to interview all of them. He believed the interviews and restraints were handled appropriately. Staff A confirmed he developed the ISSPs for the children. He was asked if he had seen the children sign the documents and he stated he had. When asked who had signed off the work done by the boys he went through the staff initials on the forms and identified them. One of the staff he identified was the Caseworker for Jackson Hall. When informed the Caseworker had stated she had never seen the ISSPs and the children reported never seeing the documents, never signing them and not doing the assignments listed he asked to end the interview. The ED told him to be honest and answer all questions. Staff A admitted the ISSPs were not written and signed on 3/20/2018 as indicated on the forms. He would not say when they were written but admitted the Caseworker had never

seen the documents. When asked if he developed the ISSPs of his own volition or was directed to do so by a supervisor he declined to answer and asked to speak to the ED in private.

Interview with Staff G:

On 5/22/18 Staff G stated he recalled the night well as he had just completed his 3rd straight double shift and had one more the next day. He was told not to come into work and help, but he did anyway. He said he felt responsible since it was students from his dorm that had assaulted staff and eloped. He believed all the children he interviewed escalated to a verbal staff intervention. He admitted he directly challenged their behavior from that night and how their behaviors displayed they weren't thinking wisely about their futures. He felt he and everyone he worked with handled things professionally. When asked if he thought it was a good idea that he and Staff A were the staff interviewing kids, he said the answer to that question was up to someone above his pay grade. When asked why he thought 5 of the 8 restraints were initiated by him and Staff A, he wasn't sure other than they had the closest relationships with the kids. As far as ISSP's he was not sure about the physical document itself, but he helped decide on some of the things the boys would need to do to earn their way back into the regular group.

Interview with Group Living Director 2 (GLD 2):

On 5/9/18 he stated that after the boys were all returned following the elopement, they were all put into separate rooms. He walked around seeing where he could assist. When he entered Child 1's room he was refusing to write a statement of what happened. He stated he eventually initiated a restraint with the child because he was being "gamey" and kept turning towards the door as if he was going to leave. He said it was the middle of the night and he was tired of playing games. He thought the restraint last 20 to 25 minutes and as far as he remembered only the DE assisted him with the restraint. He thought Staff B might have been in the room as well. He said he often sings "Willy Wonka" songs and probably did that night. He was not sure what the plan was for the boys who remained on Jackson Hall after the incident. He often saw them sitting by the wall on the dorm separated from the other kids. They sometimes had notebooks with them, but not always. He was unaware of a formal plan except that they were being separated from peers for a time. He admitted he took a letter from Child #1 one day at school because he was supposed to be working on school work, not writing letters. He thought he still had it because the child never asked for it back. As far as school separation he recalled Teacher A brought the students homework daily and they stayed busy.

Interview with Caseworker:

On 5/17/18 the Caseworker stated she had all of the children involved in the 3/20/18 incident on her caseload except for Child 6. She was not aware of any written ISSPs the students were on until shown to her during this investigation. She was shown her initials on the documents and stated she had not written them. She wrote emails on 4/19/18 to Staff A, Staff G and GLD 1 asking about plans to move the boys back to the group. She received an email from GLD 1 saying no plan was in place, and received a text message from Staff A stating the boys were still on "chair time."

Review of Caseworker Emails:

The Caseworker provided emails she had written to Staff A, Staff G and GLD 1 dated 4/19/18 asking when they would start moving the boys back to being part of the regular group. The emails also questioned if there was an official plan of action as to how they could earn their way back from separation as she was being asked by workers and parents. She received an email back from GLD 1 within the hour stating there was no concrete plan in place but there needed to be. On 4/24/2018 the Caseworker emailed GLD 1 and asked if he had heard from anyone about a plan and he responded he had spoken with Staff A.

Interview with Staff B:

On 5/14/18 Staff B recalled being in the room when GLD 2 initiated a restraint with Child 1. The child was very jumpy and jerky and kept playing games like he was going to hit someone or run away. The boy knew he was not supposed to make fast sudden movements but he kept doing so. Eventually GLD 2 felt the situation had escalated to the point where safety became a concern and Child 1 was restrained. He stated the restraint was done in a safe and professional manner. He said the child's rights were never violated and he was never talked to in an inappropriate manner. He knew GLD 2 often hummed music, but wasn't sure if he had done so in the room with Child 1 that night.

Interview with Staff D:

On 5/15/18 Staff D said she came in the night of 3/20/18 and initially helped get each child into a room, and rounded up clean clothes for the boys. She was present for the initiation of 2 restraints. She saw Child 1 get restrained when he aggressively lunged at staff as soon as he was released from handcuffs by the police. GLD 2 initiated the restraint which lasted approximately 15 minutes she believed. She also witnessed Child 3's restraint. She was across the hall but saw him try to barge through staff trying to get into the hallway. He was very aggressive with staff and was restrained as a result. Staff D stated she also walked in on Child 6's restraint while in progress and saw him kicking at staff. Overall she was very impressed with staff and felt they were actually very nice to the children by telling the boys they were glad they were okay and didn't get hurt while on run.

Interview with Director of Education (DE):

On 5/9/18 the DE stated he recalled seeing Child 1 restrained. GLD 2 was trying to have the child show his pockets. He wasn't listening closely to the conversation between GLD 2 and Child 1 as his attention was on another situation out in the hall. At one point he did see Child 1 make a quick jerky movement and then saw GLD 2 initiate a restraint. He said he felt the restraint was justified and appropriate technique was used. He could not remember who else might have been in the room. Regarding the school separation, he said the boys were given plenty of school work. He named Teacher A as one who brought them homework each day. When re-interviewed on 5/14/2018, he recalled Spring Break occurred during the school separation, so the boys were out of school for 11 days.

Review of Director of Education Emails:

The DE provided emails from various teachers detailing specific work each child was provided while on school separation. All of the boys were assigned several schoolwork assignments.

Interview with Staff C:

On 5/15/18 Staff C stated she came into help with the elopements on 3/20/2018. She was in the room with Child 4 when his restraint initiated. Staff C reported Child 4 was playing the "tough guy" role with Staff H as he questioned him. At one point she turned her back to Child 4 to talk to Staff L who was standing in the doorway. She turned back around just as Staff H was initiating a restraint of the child approximately 2 feet away from her. She helped hold the boy's legs as he struggled. She did not hear or see anything right before the restraint, so she's not sure why he was restrained. She stated Staff M was also present and may have seen more. She thought the restraint lasted about 20 minutes and she did not see anything inappropriate occur.

Interview with Staff E:

On 5/15/18 Staff E said she was present when the first group of boys was brought back which included Children 2, 3 and 6. She witnessed the initiation of the restraints with Child 3 and Child

6. Child 6 allowed Staff A and Staff G to search him, but was slightly disrespectful. He then refused to answer any questions. He ended up being placed in a standing verbal staff intervention due to talking disrespectfully to the nurse. During the verbal staff intervention which lasted approximately 5 minutes, Staff A and Staff G stood on either side of the boy. He was told not to make any sudden movements. He asked to scratch his nose once as well as his leg. He was given permission both times, but eventually he turned quickly towards Staff A without permission and was restrained. She described Child 6 as probably the most calm of all the children brought back and indicated he did not really fight during the restraint, but had just rolled back and forth some. When asked if restraint was necessary she indicated maybe under normal circumstances it would not have been, but since they were not sure which of the children had violently assaulted the staff prior to the elopement she felt the restraint was warranted for everyone's safety. She also reported being present for the initiation of Child 8's restraint. Child 8 was in a standing verbal staff intervention after being released from police handcuffs. She stood in front of the boy while GLD 2 and another staff stood at his sides. As they questioned him he was told not to make any sudden movements. About 5 minutes into the verbal staff intervention he turned towards staff and said "Go ahead and [f...] restrain me if that's what you want." Staff initiated a restraint which Child 8 fought and they all went to a seated position.

Interview with Staff F:

On 5/15/18 Staff F reported he did not see the initiation of any of the restraints. He assisted with restraints on Child 5 and Child 7 after they were in progress. From what he saw everyone acted appropriately and he did not see anything that concerned him.

Interview with Staff J:

On 5/21/18 Staff J stated for the most part he helped gather clothes for the boys and ran the switchboard following the incident on 3/20/18. He did not see any restraints initiated, but saw some in progress. Overall he felt staff were firm, but not inappropriate at all. Staff J noted he is a Restraint Trainer and would not be afraid to intervene if he saw something inappropriate occur. He said he had probably spent the most time with Child 2. He described Child 2 as flippant and unwilling to answer any questions. He was in the room when both Staff A and GLD 2 come in to question him. Eventually Staff A asked the child to come out in to the hall as they were going to move to a new room. Within the next minute Staff J heard a commotion and found Child 2 in the hall being restrained on the floor by Staff A and other staff. He was not sure what happened in the hallway.

Interview with Staff P:

On 5/21/18 he reported he came in to help out and recalled as he walked into the building he passed by the Clarinda Police Chief who said, "You guys have your hands full." Although he did not witness the initiation of any restraints he did help out with some. He was a Restraint Instructor and said he didn't witness anyone do anything inappropriately, physically or verbally. He went on to say he was rather impressed with how professional everyone was considering staff had been assaulted and injured prior to the elopement.

Interview with Staff M:

On 5/22/18 Staff M stated he never participated in any of the restraints, but saw several in progress. He did see the initiation of the restraint on Child 4. He could not remember if the child was in a verbal staff intervention or not, but thought he recalled the child lunging towards staff with hands raised towards Staff H. Staff H then initiated a restraint. He felt this restraint and all the restraints he saw were done appropriately and he had no concerns from what he saw that night.

Interview with Staff K:

On 5/22/18 Staff K stated he did not participate in any restraints that night but saw several in action. He felt all of them were done very professionally and he only saw very minor adjustment needed to technique. He was very pleased with how professional everyone was.

Interview with Staff I:

On 5/22/18 Staff I said he did not see any restraints initiated but did switch out with staff on one restraint that was already in progress. Overall he had no concerns and was impressed with the professionalism shown by staff.

Interview with Staff L:

On 5/22/18 Staff L recalled she was present for Child 4's restraint, but couldn't remember exactly what happened to require initiation. She was talking with Staff C when she noticed the restraint had started and remembered telling Staff C to turn around. She saw other restraints already in progress and felt all verbal and physical interactions she saw with the children were appropriate and professional. She recalled giving 4 or 5 boys new clothing and stated they were all cooperative when changing their clothes. She was not sure if they changed clothes before or after the restraints occurred.

Interview with Staff N:

On 5/22/18 Staff N confirmed she was the nurse present that night. She did the assessments on the boys who allowed her to follow their return. She was present when Child 3 was restrained. As soon as he was taken into a room he was yelling, swearing and throwing punches. She believed Staff G initiated the restraint. A police officer present also helped out. She did recall seeing Child 2 being restrained in the hall and noted it was after he had changed into clean clothes. None of the children reported any injuries following restraint. All staff she witnessed were very professional both physically and verbally with the children.

Interview with Police Officer:

On 5/23/18 a Clarinda Police Officer revealed he witnessed the start of 2 restraints. He was not sure of the names of the students, but stated they were mouthy and aggressive and felt staff were justified in the restraints. He was then provided with the state rules for reasons to restrain children and still felt the restraints he saw were justified and necessary. He said the police did not interview the boys but returned them to the Academy as this is what they typically did in these situations. He did file assault charges on all 8 of the boys and those were forwarded to their specific counties and workers.

Review of Emergency Safety Interventions (ESI) Reports:

A review of the ESI reports regarding 3/20/18 revealed the following:

- Child 1 was restrained at 3:35 a.m. after telling staff he didn't have to tell them anything and turning towards the exit door, thereby becoming an imminent danger because staff did not know his intentions. The restraint was initiated by GLD 2.
- Child 2 was restrained at 2:59 am after he spoke aggressively, clenched his fists and leaned toward staff. The restraint was initiated by Staff A and Staff G.
- Child 3 was restrained at 2:40 am when he turned quickly towards staff with fists clenched. The restraint was initiated by GLD 2.
- Child 4 was restrained at 3:06 am when he turned to staff and raised his fist. The restraint was initiated by Staff H.
- Child 5 was restrained at 3:06 am when he lunged towards staff. The restraint was initiated by Staff A and Staff G.

- Child 6 was restrained at 2:31 am when he turned quickly toward staff in a threatening manner. The restraint was initiated by Staff A and Staff G.
- Child 7 was restrained at 3:09 am when he turned toward staff speaking aggressively with clenched fists. The restraint was initiated by Staff A.
- Child 8 was restrained at 3:08 am when he turned his whole body towards staff with fists clenched. The restraint was initiated by Staff R.

Review of Intensive Supervision and Support Plans (ISSP):

GLD 1 was asked for the ISSP for each child on 5/14/18. The ISSPs were presented for all except for Child 4 on 5/15/18. Every child had the same ISSP except for Child 6 who had been moved to a different dorm. Goals on the ISSPs were to learn the importance of encouraging peers to make positive choices, learn the importance of integrity and use it practically in everyday activities, learn the importance of being safe and clean, learn the importance of holding peers accountable and understand the importance of teamwork. Some of the activities/assignments to meet these goals were:

- Meet with every status student on Jackson Hall and open himself up to feedback. This feedback would be used to develop a presentation to present at another dorm regarding being safe and showing integrity. The feedback from the other dorm would then be used to develop a presentation for Jackson Hall regarding his behaviors and how he plans to positively contribute to the team instead only thinking of himself.
- Meet with 3 Team Leaders, 3 Group Leaders and 3 Youth Counselors on teamwork and healthy way to work as a team. The student would be asked to run Life Skills group with negative students.
- A daily assignment over thinking errors.
- Have an intervention log for intervening students.
- Research historically effective leaders and create a list of their qualities. Then list how he can acquire those qualities.
- Check on the dorm every morning to learn about cleanliness and safety.

The ISSPs were all written by Staff A and dated 3/20/18. GLD 1 signed and dated each document 3/20/18. Each ISSP was signed by a student.

Review of the Truancy Procedures Checklist:

This document revealed a list of activities staff were to complete in the event of a truancy such as who to contact and what documents to send to the police department. The document does not include any procedures to follow once a child is found and returned.

Findings/Deficiencies:

441—114.20(237) Discipline.

114.20(1) Generally. The facility shall have written policies regarding methods used for control and discipline of children which shall be available to all staff and to the child's family. Agency staff shall be in control of and responsible for discipline at all times. Discipline shall not include the withholding of basic necessities such as food, clothing, or sleep.

Based on interview and record review the facility did not follow its policy titled Removal from the Group/Room Restriction. The policy indicated a child could be removed from the group for up to 72 hours if posing a threat to staff, peers or staff; likely to damage property or seriously disrupting the group (milieu). A second 72 hour period could be added if the student's behavior continues. Any child removed from the group was to be placed on an ISSP which included assignments to be completed in order to return to the group. The investigation revealed that of

the 7 children who remained at Jackson Hall following the assaults and elopement (Child 6 was moved to another dorm) none were placed on an ISSP. It was determined the documents were written after they were requested during the investigation. Staff A confirmed he wrote the ISSPs on 5/14/18 after being asked for them. They were not written on 3/20/18 as dated. The names of the children written on the back of the documents were forged as none of the children had signed or even seen their ISSP. GLD 1 also confirmed he did not sign and date the ISSPs on 3/20/18 as indicated on the back of each form and stated he had put staff initials on the documents to indicate that assignments had been completed. Review of emails provided by the Caseworker revealed GLD 1 wrote on 4/19/18 (approximately 1 month following the elopements) that there was no concrete plan in place to reincorporate the boys back into the group.

Comments:

- The facility was advised to review and revise the policy regarding Physical Restraint/Crisis Intervention to align with licensing rule requirements. Children may only be restrained to prevent injury to self, others or property, and not for behaviors causing a serious disruption.
- The facility was advised to develop a policy regarding elopements including procedures to be followed once a child is returned.
- The facility was advised to retrain staff regarding thorough, detailed documentation on restraint reports.
- Some staff involved in the restraints either no longer worked at the Academy or were not available for interview.

Rationale for Licensing Recommendations:

Based on the deficiency cited during this investigation, it is recommended the facility be placed on a provisional license. The recommended time frame for the provisional license is 8/1/2018 to 9/15/2018.

The agency submitted a final Plan of Correction on 7/25/2018. The Plan of Correction was accepted by the Iowa Department of Inspections and Appeals, Health Facilities Division, on 7/25/2018.

Report completed by:

Troy Kroeger
Health Facilities Surveyor
Iowa Department of Inspections and Appeals/Health Facilities Division
Date: 7/25/18

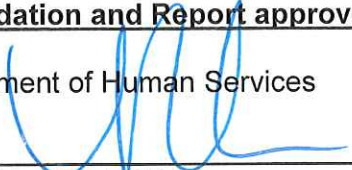
Report approved by:

Deb Dixon
Deb Dixon
Program Coordinator, Children's Services
Iowa Department of Inspections and Appeals/Health Facilities Division
Date: 7/26/18



Recommendation and Report approved by:

Iowa Department of Human Services


Wendy A. Rickman, LISW

8-1-18

Date

Administrator, Division of Adult, Children & Family Services



CORRECTIVE ACTION PLAN

**CLARINDA YOUTH
CORPORATION
DBA CLARINDA ACADEMY**

July 25, 2018

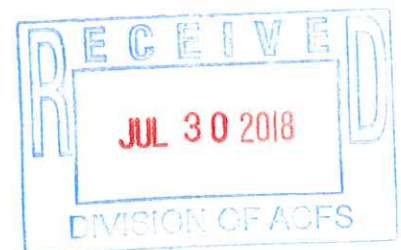


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441-114.20 (237) Discipline

Areas that Require Improvement

114.20(1) Generally

The Facility shall have written policies regarding methods used for control and discipline of children which shall be available to all staff and to the child's family. Agency staff shall be in control of and responsible for discipline at all times. Discipline shall not include the withholding of basic necessities such as food, clothing, or sleep.

Based on the interview and record review the facility did not follow its policy titled Removal from the Group/Room Restriction. The policy indicated a child could be removed from the group for up to 72 hours if posing a threat to staff, peers, or staff; likely to damage property or seriously disrupting the group (milieu). A second 72 hour period could be added if the student's behavior continues. Any child removed from the group was to be placed on an ISSP which included assignments to be completed in order to return to the group. The investigation revealed that of the 7 children who remained at Jackson Hall following the assaults and elopement (Child 6 was moved to another dorm), none of them were placed on an ISSP. It was determined the documents were written after they were requested during the investigation. Staff A confirmed he wrote the ISSPs on 5/14/18 after being asked for them. They were not written on 3/20/18 as dated. The names of the children written on the back of the documents were forged as none of the children had signed or even seen their ISSP. GLD 1 also confirmed he did not sign and ate the ISSPs on 3/20/18 as indicated on the back of each form and stated he had put staff initials on the documents to indicate that assignments had been completed. Review of emails provided by the Caseworker revealed GLD 1 wrote on 4/19/18 (approximately 1 month following the elopements) that there was no concrete plan in place to reincorporate the boys back into the group.

CORRECTIVE MEASURES:

Concern: Physical Restraint/Crisis Intervention Policy

- A. Clarinda Academy's Policy and Procedure manual regarding Discipline/Physical Restraints/Crisis Intervention has been reviewed and revised removing bullet C to align with licensing rule requirements. Restraint is only to be used to prevent injury to self, others or property, and not for behaviors causing a serious disruption. Clarinda Academy Quality Assurance Director and Special Projects Coordinator have revised this policy in all policy books to reflect this change. Executive Director reviewed this policy prior to implementation. Policy change completed on 7/23/18. See attached.
- B. Changes to Discipline/Physical Restraint Policy were placed on memorandums that included signature sheet to be returned and tracked ensuring all employees read the updated policy. This tracking sheet will be returned and all employees will be trained by 8/3/18. Anyone failing to have signed this document will not be able to work until completion of the material.



Concern: Procedures for child's return from elopement

- A. Clarinda Academy current truancy checklist was evaluated and determined to be missing key items regarding a student's return to campus. Clarinda Academy will revise the current checklist to include procedures to be followed upon a student's return to campus. This will include:
 - 1. Assessment of injury by on-site nurse and proper medical care provided (either on-site or off-site).
 - 2. Provide clean clothing to meet hygienic needs as well as assessment of injury.
 - 3. Search of personal clothing, to locate any potential contraband or harmful items will occur in accordance to Clarinda Academy's search policy.
 - 4. Debriefing session with Director in charge or his designee to obtain initial facts regarding the elopement while also ensuring food and sleep (if necessary) are provided to the student. Appropriate timing for student debriefing will be determined by the Executive Director.
 - 5. Notification procedure to child's family, worker and any other necessary agency based off the child's placing state reporting policy.
 - 6. This checklist will be turned into the Compliance office for root cause analysis and performance improvement reviews
- B. Truancy procedures checklist will be revised and implemented by 8/8/18.
- C. Clarinda Academy Quality Assurance Director and Special Projects Coordinator will revise the checklist to be included in the emergency policy and procedure book to be immediately available to all staff. Executive Director will review this checklist prior to implementation
- D. This checklist was placed on memorandums and included signature sheet to be returned and tracked ensuring all employees read the updated policy. This tracking sheet will be returned and all employees will be trained by 8/3/18. Anyone failing to have signed this document will not be able to work until completion of the material.

Concern: Removal from Group/Room Restriction Policy

- A. On 7/20/18 a review was completed on the requirements of the current Removal from the Group/Room Restriction policy. Training on the newly written In-school suspension plan will be completed in a phased process. This will be utilized in cases of students' removal from the group as it pertains to meeting their education needs. This training will include, but not limited to, where the student goes, the instructor who will oversee/monitor the youth during the suspension as well as obtaining any necessary homework or other materials needed by the youth during this time. Please see attached.
 - 1. Education staff were trained on 6/27/18,
 - 2. Jackson Hall staff will be trained by 8/6/18
 - 3. All other dorm and support staff will be trained by 8/30/18.

Concern: Proper utilization of ISSP's

- A. ISSP Supervision System was established on 5/25/18. The system includes:
 - 1. Group Living Director or designee will review all ISSP's and will forward to the Executive Director or designee who will review and approve all ISSP's. The forms will then be forwarded to the Compliance Officer/Administrative Assistant who will ensure all notifications have been made by the case worker, all documentation of the incident and all signatures have been included, and completed in a timely manner. Completed copies of the ISSP's will be placed in the individual student's file. Expectation is to have this process completed within 24 hours.
- B. Currently in place.

Concern: Quality documentation

- A. Incidents discovered with inaccurate documentation. Any suspicion of fraudulent documentation will be investigated as soon as it is discovered. Staff members will be interviewed and appropriate documentation secured. Depending on the severity of the issue, reprimands (verbal or written), suspension and/or termination will be determined.
- B. Upon discovery of the situation referenced in this report, the staff involved in the incident were reprimanded.
- C. Staff will be re-trained on ethical documentation, comprehensive documentation, and deadlines for completion of documentation. In addition, staff will be reminded they can choose to contact the Sequel Corporate Compliance Hotline if they feel they are not able to report to Clarinda Academy personnel, or they feel their concerns are not being properly handled. This has begun and will be completed by 8/31/18.

Clarinda Academy



In School Suspension Program

Purpose:

In-school suspension (ISS) is a strategy used by schools to discipline students for their disruptive or dangerous behavior while also ensuring that they continue to participate in the academic process.

Students on ISS are removed from the normal school environment and spend their day (or days depending on the severity of the behavior) working on their normal class work in a designated classroom. .

ISS allows students to be in a modified academic environment and continue with their education without missing school work.

ISS keeps students in their school routine and allows them to continue with school work, and makes for a smoother transition back into the regular school day.

Process:

If a student displays behaviors that negatively affect the safety and security of the learning environment for all students at Clarinda Academy, that student will be placed in the In School Suspension (ISS) Program for a minimum of one school day.

Examples include, but are not limited to:

- A student goes truant from Clarinda Academy
- A student assaults students and/or staff

A student will be placed in ISS by the Education Director, Group Living Director, and Executive Director.

ISS Procedures

1. All students must sign-in and sign-out when entering/leaving the ISS program.
2. Only school materials are allowed in the ISS area.
3. Textbooks used in ISS will stay in the ISS Classroom unless the student has been given permission by the ISS staff to take textbooks with them.
4. Completed assignments will be taken to the Education Office by the end of the school day and placed in the teacher's mailbox to be graded by the students' instructors.
5. Each student's area must be clean and orderly prior to the student leaving the ISS classroom.
6. Students will be one-on-one with staff when they transition to and from the ISS program throughout the day.

ISS Expectations

1. Students will be expected to remain in direct supervision of staff and maintain the Clarinda Academy four core norms.
2. Students will be expected to sign-in when entering the ISS room. After students have signed in, they will work on assigned school subject material or read a staff approved book until their assigned school subject material is available.
3. Students who have an Academic IEP/504 accommodations and modifications will have continued service provided to them at a scheduled time by a Special Education Instructor/para professional. Students school work will be modified as needed per their IEP guidelines.
4. Students will write their first and last name, the teacher's name, the subject name, and date on each page of each completed assignment.
5. Completing assignments, positive behavior, following instructions, and following the four core norms will earn a student "a successful day" in the ISS program.
6. Failure to earn "a successful day" can/will result in additional ISS program days and accountabilities per discretion of the Education Director, Group Living Director, and/or Executive Director.
7. Students will be complete all assignments with quality work. Example: *When solving math problems*, students *must show their work*.
8. After completing all current assignments, students will work on homework or make-up work. If they have completed all of the required work, students may read a library book, a textbook or complete any additional work needed for completion of the Clarinda Academy Program.
9. Students will not communicate with other students unless it pertains to a school subject matter and have prior permission from staff to do so. Conversations of this nature will be closely monitored by staff.
10. Students will maintain proper school norms and expectations while in the ISS program.
11. Students will continue to receive other normal student services (Therapy, Medical, Clinical, etc.) as needed.

Education Staff Expectations:

1. Provide students and ISS staff with the appropriate education materials needed to complete lesson assignments every day that the student/s are in the ISS program. These materials will be provided to the student at the earliest time possible, but no later than 10:00am.
2. If a teachers regular class does not have a specific assignment for that day, students in the ISS program will still need instructions and assignments to make up for what was missed in the classroom they would have normally been in.
3. Teachers will follow all IEP/504 accommodations and modifications on all student work as it pertains to the student(s) in the ISS program.
4. A designated time for individualized instruction for students in the ISS program with Academic IEP's will be provided by Special Education Instructors/Para professional collaboration with the Education Supervisor and/or Education Director.
5. Completed student work will be placed in the respective teachers school mailboxes by the end of the school day (in order to be graded). Any work that is turned in and not completed will be returned to the student to be completed.
6. Teachers will check in with their student(s) in ISS (and sign the sign-in-sheet) at some point during each school day to assist them with any questions they may have, provide instruction, or provide them with any additional information pertaining to the lesson.

7. The ISS Room will be monitored by a certified teacher who will be available to provide assistance, instruction or answer any questions the student may have during this time.

Title:	Discipline
	Seven Levels of Intervention
License Reference:	114.20(1)
Responsible Department:	Administrative
Departments Affected:	All

Intent of Policy: To provide guidelines for the Seven Levels of Intervention.

It is necessary within a Positive Peer Culture setting to empower the students to take responsibility for providing help when needed, and accepting help when offered. The Seven Levels of Intervention provide a structured tool for students to learn and utilize problem solving and conflict resolution skills.

The most likely outcome for inappropriate behaviors or poor decision making is an intervention. The intervention process is structured and well controlled so it is done constructively with respect and support. When a student accepts an intervention at any level, the intervention ends.

These intervention skills allow for daily practice in handling conflict in a positive manner. It also allows youth to practice problem solving under the supervision and guidance of staff as they interact with each other on a day to day basis. Practicing these skills allow the youth to become successful with each other's help, while learning the value of giving and accepting assistance.

Procedure:

Description of Seven Levels:

- A. The Helpful Non-Verbal - When an individual observes a student violating a norm, he will give this student a helpful non-verbal gesture, typically with the eyes, hands, or head. These gestures are intended to change the behavior of this student at the immediate time of the problem.
- B. Concerned Non-Verbal - The concerned non-verbal involves stern and forceful facial gestures, finger pointing, hand gestures or other non-verbal signals.
- C. The Helpful Verbal – The individual addressing the behavior verbally communicates in a cordial manner his concern with the behavior of the student involved in the incident.
- D. Concerned Verbal - The concerned verbal informs the student that his actions are fast becoming a major concern. The individual addressing the behavior accomplishes this by using different voice levels, facial expressions or other gestures not involving physical contact with the student.
- E. Group Support - Verbal support is requested of staff members and/or students when the student ignores the concerned verbal. This is to alert the student that his/her actions have reached a high level of concern and to enlist peer group pressure to help alleviate the situation.

- F. Verbal Staff Intervention - If the student chooses to not respond appropriately to prior staff and/or student interventions, a staff member will intervene to show there is an extreme concern with the student's behavior. If the student has refused all other levels of intervention, staff will use the least restrictive method to de-escalate the situation.
- G. Physical Restraint (Staff Only) – The use of physical restraint will only occur when imminent danger is present. Staff responsibility is to physically restrain the student and keep him/her under control using the least amount of force necessary until the student is no longer in imminent danger and a threat to him/herself, or others. Clarinda Academy staff are trained in the use of safe crisis management:
- (1) The restraint is reasonably applied to prevent a child exhibiting assaultive behavior from exposure to immediate injury or danger to himself, herself, or others; and
 - (2) The force used does not exceed that reasonably necessary to avert the injury or danger; and
 - (3) To use the least amount of force necessary to provide safety.
 - (4) Restraint will cease when the threat of imminent danger subsides.

Title:	Discipline
	Physical Restraint/Crisis Intervention
License Reference:	114.20(1)
Responsible Department:	Administrative
Departments Affected:	All

Intent of Policy: Emergency Safety Intervention (ESI) procedures are utilized to provide a last resort option when students are creating situations which pose an imminent/immediate harm to themselves or others. All staff are specially trained on the types of intervention that are defined by Safe Crisis Management. In addition, the staff will be trained in the methods which may be required to secure a system from least intervention to an emergency safety physical intervention as a last resort.

Procedure: Emergency Safety Interventions are a last resort option to ensure safety and security of students and employees. Employees will be trained in physical intervention techniques as part of the orientation training program and will have refresher training throughout each year. Only staff who are trained in Safe Crisis Management by a designated staff trainer will be permitted to initial physical restraints. Employees will intervene utilizing techniques taught in the training and only when a student is an imminent and immediate danger to someone's safety and will always utilize the least amount of force necessary to gain control of the student's physical movements as trained in the JKM Safe Crisis Management system. Clarinda Academy utilizes the Supine (Face-Up) hold when restraining any student on the floor.

Initiation of Restraint

- A. When a student begins to escalate a staff present will use a two way radio or other reasonable means available to call for available support staff to come to the area where the critical incident is occurring.
- B. At Clarinda Academy a student may only be placed in an Emergency Safety Physical Intervention if they are displaying behavior that meets one of the following criteria;
 1. Imminent or immediate danger to themselves
 2. Imminent or immediate danger to others
 3. Any behavior including serious disruption, destruction of property or truancy that could pose an imminent or immediate danger to self or others.
- C. When a student's behaviors meets the appropriate criteria, employees may initiate a standing emergency safety intervention (starting with the least restrictive option necessary). This is an effort at keeping the student and others safe and also de-escalation
- D. During a standing emergency safety intervention it may be determined (by employees) that the floor or ground is safer than trying to remain standing. When a student is already on the floor (as in a physical altercation with another student) or is kicking and trying to disrupt employee balance then a transition to a seated position or Supine position will be utilized

- E. Continual Assessment staff will be present to ensure the student's rights were recognized and individualized assessment was completed regarding both physical and psychological factors. (See attached Physical Management Form.) de-escalation.
- F. An order for restraint will be obtained immediately upon initiation of the restraint or as soon as possible. Staff will obtain this order from a licensed professional. Subsequent orders must be obtained for restraints lasting longer than 120 minutes.
- G. A licensed professional permitted by the state and the facility to order restraint may order the least restrictive emergency safety intervention that is most likely to be effective in resolving the emergency safety situation based on consultation with staff. The restraint used must be appropriate for both the resident and the situation. The treatment plan should address any contraindications or inappropriate interventions for the student.
- H. If the order for restraint is verbal, the verbal order must be received by a registered nurse or other licensed staff as approved in their scope of practice. The licensed professional must be available to staff for consultation, at least by telephone, throughout the emergency safety intervention. The licensed professional permitted by the state and the facility to order restraint must complete verbal orders with signature within 24 hours.
- I. To begin the release process, employees will look for signs of de-escalation that include unlabored breathing, relaxed body posture, and response to short directive (i.e., "Take 3 deep breaths"). Upon recognition of these signs, employees will move to lesser restrictive measure (as necessary) to soon lead to the student being completely released from any hold. They will be given the opportunity to clean themselves up and then be debriefed. After they have been debriefed, they will return to the culture with a plan for success to prevent further incidents.

Post-Restraint

- A. A face-to-face assessment will be completed within one hour of initiation of the restraint by agency nurse.
- B. Within 24 hours after the restraint, the staff who initiated the restraint or another staff who was involved in the restraint, or a designee, will do an IESCAPE with the student. Following the release process, the staff in charge or their designee will ensure:
 - 1) The nurse assesses the student and all staff for injuries (See policy Medical Follow-Up/Post Physical Restraint) and notify treatment team physician.
 - 2) Immediately notify the Director on Call and Team leader point.
 - 3) Notification of the student's JCO/PO/Referring Worker, parent/guardian, indicating who/when and the number of attempts up to three attempts.
- C. The staff initiating the Physical Restraint will document on necessary forms. It will then be routed for review to:
 - 1) The Team Leader in charge of that student's dorm, or designee.
 - 2) The Group Living Director, Campus Coordinator or designee.
 - 3) A Compliance Officer.
 - 4) Executive Director or designee.
- D. The Physical Restraint Form will be kept in the student's file.

E. Any parent/legal guardian who has a concern about their child and his/her care may contact any of the following advocacy agencies:

- 1) Iowa Dept. of Human Services Child Abuse Hotline at 1-800-362-2178.
- 2) CMS Regional Office in Kansas City, MO at 1-303-844-2111 or 1-816-246-5233.
- 3) Joint Commission for the Accreditation of Health Organizations (JCAHO) at 1-800-994-6610.

Title:	Discipline
	Medical Follow-Up/Post Physical Restraint
License Reference:	114.20(3)
Responsible Department:	Nursing
Departments Affected:	Nursing - Group Living

Intent of Policy: To ensure that any student or staff is examined for injury following a Physical Restraint and that any injury sustained is given proper medical care in a timely manner.

Procedure:

- Staff are to notify Nursing as soon as possible that a student has been restrained, either by contacting the nurse on campus or, if it is after nursing hours, via the on-call nursing roster.
- Nursing will examine the student and any staff (as soon as possible after the restraint) for injuries and provide the appropriate medical care.
- If any student or staff require more extensive care than can be provided on campus by Nursing staff, they will be referred to either Clarinda Hospital Emergency Room or a local physician, if the injury does not require emergency room care.
- Nursing staff shall fill out the nursing section of the Physical Restraint form.

