

MEMORANDUM

To: Glenna Gallo, Director of Special Education Services

From: Utah Special Education Advisory Panel

Subject: Seclusion and Restraint: School Administration and Local Law Enforcement

Date: April 26, 2012

In our role as an advisory panel, we would like to provide input and recommendation to the Special Education Section of the Utah Office of Education to improve services to students with disabilities. After considering personal experiences and reviewing district policies we are concerned that special training on dealing with individuals with disabilities in which school and community resource officers are involved is needs addressing. It seems that policy may not be standardized, is not being implemented as written or does not exist.

RECOMMENDATIONS:

- Amend the LRBI to include guidance on
 - When and under what conditions to call the law enforcement officer
 - What information to provide the officer prior to arrival to the scene:
 - Identify the disability
 - Inform officer of student's specific behavioral needs
 - Background on current incident
 - Special circumstances related to this particular student

Please note: The teacher should not leave the student alone with the resource officer. The teacher can provide vital information to the officer and is knowledgeable of the human rights of the SWD.

- Training for school administrators and teachers should include an annual review and/or in-service of Least Restrictive Behavior Interventions (LRBI) policies and procedures.
 - Consider a crisis intervention team for schools to protect students civil rights and ensure the school is following LRBI procedures
- Ongoing interagency collaboration and professional development with mental health providers and local law enforcement.
 - As part of that collaborative relationship we encourage districts to develop a policy that describes how school administration will reach out to local law enforcement and a protocol for doing so.
 - Local law enforcement training should include, at a minimum, recognizing disabilities, including non-visible disabilities, what officers should anticipate when intervening with a student with disabilities, and how officers should respond based on disability characteristics.
 - Law enforcement should also be aware of school responsibilities relating to the LRBI.
 - USEAP would like the following resources to be considered during the development of professional development:
 - Modell, S. J. & Cropp, D. (2007). Police officers and disability: Perceptions and attitudes. *Intellectual and Development Disabilities*, 45(1) 60-63.
 - American with Disabilities Act Information for Law Enforcement www.ada.gov/policeinfo.htm
 - National Alliance for Mental Illness (NAMI) www.namiut.org
 - Crisis Intervention Team Utah www.citutah.com

Thank you for your time and consideration in reviewing this recommendation. We as a panel, appreciate all of your efforts on behalf of children with disabilities throughout the State of Utah.