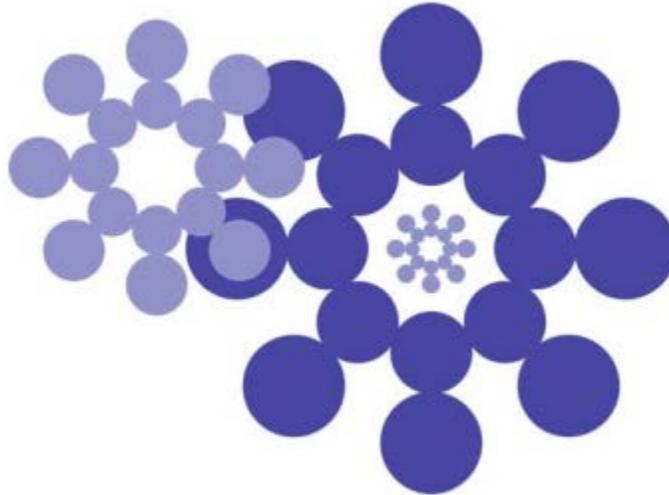


Seclusion/Restraint Procedures

Under

Louisiana Revised Statutes 17:416.21

(Act 328 of 2011)



CAMERON PARISH SCHOOL BOARD

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INTRODUCTION

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and restraint in the Cameron Parish Public Schools following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE).

These procedures specifically address the statutory requirements of La.R.S. 17:416.21 (Louisiana Act 328 of 2011) and revised Louisiana Bulletin 1706 regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies that may be used by the Cameron Parish School Board (CPSB) and its personnel in addressing the educational needs of students with exceptionalities.

For the purposes of this document, Cameron Parish Public Schools (CPPS) may encompass policies adopted by the Cameron Parish School Board, administrative procedures implemented by school administrators and school employees (as defined herein), and guided forms developed to assist school employees in carrying out their responsibilities under La.R.S. 17:416.21 (Act 328 of 2011) and applicable sections of Louisiana Bulletin 1706.

Additionally, Cameron Parish School System has adopted a proactive approach and will apply Seclusion/Restraint policies and procedures to all students, not only children with exceptionalities. Deaths have occurred throughout the nation on children who were improperly restrained. These policies and procedures shall be executed for all students to prevent injury and death. Therefore, it is critical that the policies and procedures be implemented specifically as described.

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SUPERINTENDENT'S DIRECTIVES

PURSUANT TO SCHOOL BOARD POLICY

The Cameron Parish School Board has approved the following guidelines and procedures relative to the use of seclusion and restraint by its employees:

A. Notification requirements for school officials and parents/legal guardians:

Parents must be notified within 24 hours if physical restraint or seclusion is used on their child. Date, time, method and person contacting the parent must also be documented. Copies of documentation should be signed by the person completing form and school administrator. Copies of documentation must be sent within 24 hours of action to the Parent, Administrative Director, Supervisor of Special Education, and Principal.

B. Training requirements relative to the use of restraint:

All school administrators, behavior facilitators and employees assigned to Cameron Parish School Board are required to be trained in the district approved safety hold/restraint program. Program facilitators, consultants, school counselors, teachers, related service providers, nurses, paraprofessionals, school bus drivers, bus attendants, cafeteria workers, custodians, and other school system personnel will be trained as deemed necessary by their immediate supervisor.

School administrators should call (337) 775-5784 Extension 1027 to schedule training for their campus team members. All other employees require approval from their immediate supervisor prior to scheduling training.

The training program implemented by the Cameron Parish School System is the Non-Violent Crisis Intervention (NCI) Program by Crisis Prevention Institute (CPI).

Training will include:

1. Preventive Techniques

- a. Understanding of Crisis Development Model
- b. Non-verbal and Para-verbal communication
- c. Understanding of defensive behavior
- d. Precipitating factors
- e. Personal safety techniques

2. Physical Restraints

- a. Knowledge of restraints and the risk of improper restraint
- b. Execution of approved restraints by participants with 100% accuracy

3. Reestablishing communication with student to reenter the classroom

4. Written exam which must be completed with 80% accuracy

Staff members certified to use restraints must recertify annually. Documentation of certified personnel will be maintained at the Department of Special Services.

C. Explanation of methods of district approved physical safety holds:

1. Interim Control Position is a temporary position that allows a staff member to maintain control of both of the individual's arms, if necessary, for a short time.
2. Children's Control Position which allows a staff member to maintain a balanced stance while managing the child.
3. Team Control Position is more than two staff members used to manage individuals who have become dangerous to themselves or others.
4. Transport Position is a "cross-grain grip" to secure the individual between two staff members during transport while maintaining close body contact.

D. Dissemination of Guidelines:

1. *Policy and Procedures* for restraint and seclusion are posted on the Cameron Parish District Web Site with access by all school employees. Guidelines and Procedures for Seclusion and Restraint are posted on the Cameron Parish School Board website under the "Parents" tab.
2. Superintendent, Administrative Directors, and all school administrators are provided a hard copy of the Special Education Discipline Handbook which includes the guidelines and procedures for seclusion and restraint. Several copies of the Cameron Parish School System Seclusion and Restraint Guidelines and Procedures will be provided to each school to disseminate to parents upon request. (Refer to item 3 below.)
3. Dissemination To Parents – Parents will have access to Seclusion and Restraint Guidelines and Procedures from the Cameron Parish School System website under the "Parents" tab. Parents without internet access or who would like a paper copy may request a copy from the school. The Student Code of Conduct which is distributed to all parents includes a statement about how and where to access these guidelines and procedures. The Parents Rights Handbook will also include the statement on how and where to access these guidelines and procedures.

E. Notification to the Louisiana Department of Education:

A copy of Guidelines and Procedures will be emailed to the Louisiana Director of Federal Programs by the Cameron Parish Schools' Director of Special Education.

SECLUSION GUIDELINES

Seclusion is a procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others. Seclusion does not include time-out, “which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.” The term does not include in-school suspension or student requested breaks.

Seclusion is permitted only under the following conditions:

- As a LAST resort if and when less restrictive measures such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student’s environment, have failed to stop a student’s actions that pose an imminent risk of harm.
- By a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he/she is in the seclusion room/area.
- If one student is placed in a seclusion room/area at any given time and the school employee supervising the student is able to see and hear the student the entire time the student is placed in the seclusion room/area. It is acceptable to have cameras set up in the seclusion room *for monitoring purposes* with the contingency that the student is continuously monitored and the person monitoring is in close proximity to the seclusion room
- The room is free of any object that poses a danger to the student placed in the room/area.
- The room has an observation window and is of a size appropriate for a student’s size, behavior, and chronological and developmental age. An observation window is still required when cameras are used to monitor the student.
- The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

Seclusion is prohibited:

- For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Staff shall respond to such behaviors with less stringent and less restrictive techniques).
- As a form of discipline or punishment.
- As a threat to control, bully, or obtain behavioral compliance.
- For the convenience of school personnel when unreasonable, unsafe, or unwarranted.
- If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the principal of the school in which the student is enrolled).

PHYSICAL RESTRAINT GUIDELINES

Physical restraint is permitted only under the following conditions:

- If the student's behavior presents a threat of imminent risk of harm to self or others.
- As a last resort to protect the safety of self and others.
- In a manner that causes NO PHYSICAL INJURY to the student.
- Results in the least possible discomfort to the student.
- Does not interfere in any way with a student's breathing or ability to communicate with others.
- Does not involve the use of any form of mechanical restraint.
- The student is not physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
- Applied only in a manner that is directly proportionate to the circumstances and to the student's size, age, exceptionality (if applicable) and severity of behavior.
- When school administration and Non-Violent Crisis Intervention (NCI) Team determine that physical restraint is not effective, the student's parents will be notified. School administration along with the parent will determine the appropriate action (e.g., contact Sheriff's Department, Emergency Medical Services).

Physical restraint is prohibited:

- As a form of discipline or punishment.
- As a threat to control, bully, or obtain behavioral compliance.
- For the convenience of school personnel.
- When unreasonable, unsafe, or unwarranted.
- If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

MONITORING & DOCUMENTATION

Seclusion/restraint requires monitoring, documentation, and analysis of data collected:

- Continuous monitoring.
- Documentation every five (5) minutes (with adjustments made accordingly).
- Student is released/removed as soon as the reasons for the action have subsided.
- Parent/guardian, Administrative Director, Director of Special Education (if student with an exceptionality) and Principal notified in writing (Restraint/Seclusion Report Forms in Appendix) within 24 hours of EACH incident of seclusion/restraint.
 - a. Reason for seclusion/restraint;
 - b. Description of procedures used;
 - c. Length of time of seclusion/restraint;
 - d. Names and titles of school employees involved.
- Person/Employee who used seclusion/restraint shall complete Seclusion/Restraint Report Form (Appendix) for each incident of restraint and seclusion.
- Documentation of incidents of seclusion and/or restraint shall be reviewed at least once every three (3) weeks for students whose challenging behavior continues or escalates.
- When a student is involved in 5 incidents in a single school year*, convene the IEP/504/RTI Behavior Team to review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports.

*Five (5) incidents in a school year includes the cumulative number of incidents of restraint AND seclusion. (e.g., 2 restraints + 3 seclusions = 5 incidents).

Seclusion data must be analyzed at least annually. These procedures should be reviewed and revised as necessary during the interim period to ensure appropriateness and effectiveness.

It is recommended that data will be used to track the number of incidents of seclusion by student, staff, and type of incidents; and other factors such as precipitating events and other observable factors.

MECHANICAL RESTRAINT

NO STUDENT SHALL BE SUBJECTED TO ANY FORM OF MECHANICAL RESTRAINT.

Children with physical disabilities may require assistance for positioning and require specialized devices to provide support. These devices may include but are not limited to the following:

- Specialized seating systems
- Specialized positioning systems
- Individualized sensory supports
- Other adaptive equipment that provides support as prescribed by the licensed therapists

Students using these systems should also be monitored with continuous supervision to address circulation, breathing, and sensory concerns. If adverse reactions are noted, the system and or device should be discontinued immediately, and the licensed therapist should be contacted.

It is noted that these systems and/or devices should not be utilized to restrict the movement of the student or as a punishment for behavior. Students shall not be in the systems for more than the number of minutes designated by the licensed therapists. Any weight applied to the student should not exceed 5 to 10 percent of the student's body weight. Lap trays may be utilized for classroom and cafeteria activities as long as they are not used to restrict the student's movements.

SECLUSION AND RESTRAINT PROCEDURES

I. Dissemination of Policy, Procedures, and Guidance

By the last working day of August of every school year, each school Principal shall inform school personnel and the parents/guardians/students of majority age, how to access copies of La. R.S. 17:416.21, guidance, and local policies and procedures regarding the use of reasonable restraint and seclusion of students. Regulations, guidance, policies and procedures are published on the website of the Cameron Parish School System. A statement on how to locate such restraint and seclusion guidelines shall be included in the district Student Code of Conduct that every parent receives and the annual notice of student rights and responsibilities provided to the parents/guardians of students with exceptionalities.

II. Use of Seclusion by School Personnel

School personnel may use seclusion (isolation and confinement of the student in a separate area) ONLY when the student poses an immediate risk of danger to self or others as described below:

1. Isolation is needed to break up a fight or maintain order at the school; AND
2. The person poses a viable threat of imminent harm to self or others or substantial destruction of school property;

Seclusion SHALL BE:

1. The action of last resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.
2. Used only as long as necessary to minimize the risk of harm

When the use of a seclusion room/area is necessary, the student should be escorted to the seclusion area by executing the approved Non-Violent Crisis Intervention transport position. Physical prompts are permissible for the purpose of safely guiding the student from one area to another, but care should be taken to limit the use of physical contact with the student and to avoid the unnecessary use of physical contact. Verbal redirection and other means of positive support should be used before resorting to physical means.

If the behavior persists for longer than 60 minutes, the student's parent(s) will be notified. School administration, along with parent, will determine the appropriate action (e.g., contact Sheriff's Department, Emergency Medical Services).

Seclusion SHALL NOT be used:

1. As the sole means of behavioral intervention and support for any student with a disability
2. As a form of discipline or punishment
3. As a threat to control, bully, or obtain behavioral compliance
4. For the convenience of school personnel
5. When unreasonable, unsafe, or unwarranted
6. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care providers in a **written** statement provided to the principal of the school in which the student is enrolled);

or

7. After the substantial risk of injury no longer exists.

III. Monitoring of Seclusion

A student placed in seclusion must be monitored/supervised at all times by an adult. Monitoring requires close, visual proximity to the student, release as soon as the behaviors cease that led to the isolation/seclusion, the space where the student is secluded has adequate lighting, ventilation, heating and cooling, the space is free of objects or items that may unreasonably expose the student to danger; the space is designated by the school as a safe environment for temporary, safety-required seclusion.

Seclusion used for reasons other than imminent risk of harm and contrary to the procedures listed above shall be considered unreasonable and strictly prohibited. Seclusion SHALL NOT be used as a disciplinary consequence for minor infractions or to otherwise isolate the student from needed educational instruction.

DEFINITIONS

Crisis Prevention Institute (CPI) – The institute whose purpose is to formally validate the global standard of providing high-quality, meaningful training in the safe management of disruptive and assaultive behavior and to formally recognize professionals and other stakeholders committed to that standard.

Crisis Team – A group of up to five (5) persons trained and currently certified in Non-Violent Crisis Intervention (NCI) based at the school/site.

Emergency - A sudden, generally unexpected set of circumstances that requires immediate action.

Imminent Risk of Harm - an immediate and impending threat of a person causing substantial physical injury to self or others. The risk is “imminent” if it is likely to occur within a matter of moments.

Mechanical Restraint - the application of any device or object used to limit a person’s movement. The term does NOT include the following:

- A protective or stabilizing device used in strict accordance with the manufacturer’s instructions for proper use and which is used in compliance with orders issued by an appropriately licensed healthcare provider.
- Any device used by a duly licensed law enforcement officer in the execution of his official duties.

Non-Violent Crisis Intervention (NCI) – The research based training program developed and published by Crisis Prevention Institute (CPI) adopted by the Cameron Parish School System.

Non-Violent Safety Holds - Includes safety holds that restrict youth movement for the management of violent or self-destructive behavior that jeopardizes the immediate physical safety of the student or others. The approved holds:

1. Interim Control Position
2. Child Control Position
3. Team Control Position
4. Transport Position

Physical Escort - touching or holding a student with or without the use of force for the purpose of directing the student to a new location. Physical escort does not including the unforced holding of a student’s hand or other physical prompts for the purpose of safely guiding the student from one task to another or directing the student in an educational activity.

Physical Restraint - Bodily force used to limit a person's movement.

The term does NOT include the following:

- Consensual, solicited, or unintentional contact.
- Holding of a student by a school employee, for less than 5 minutes in any given hour or class period for the protection of the student or others.
- Holding of a student by a school employee, for the purpose of calming or comforting the student—provided the student's freedom of movement or normal access to his/her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task of response.

Positive Behavior Interventions and Support (PBIS) - A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

Seclusion - A procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others.

School Employee - A teacher, paraprofessional, administrator, support staff member, or a provider of related services.

Substantial Risk of Injury – Behavior expressed through verbal and/or physical means to cause serious physical harm to self or others, whether or not directly or substantially considered to be a manifestation of the student's disability.

Time Out – A behavior reduction procedure that involves the absence of positive reinforcement for a limited period of time. Time out may include: (1) *Inclusionary time-out* where the student remains in sight and sound of others in the classroom; (2) *Exclusionary timeout* where the student leaves the learning environment and goes to another location but is not isolated and prevented from leaving. These forms of time-out are NOT considered by the School Board to constitute seclusion but must be monitored and documented at the school level to ensure that repetitive incidents of time-out do not occur and, if occurring, do not result in substantial isolation of the student from instructional activities.

Written Guidelines and Procedures - The written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to student behavior that may require immediate intervention.

RESTRAINT REPORT FORM
CAMERON PARISH SCHOOL SYSTEM

Student Name: _____ Date of Report _____

School _____ Grade: _____ Exceptionality: _____

Date of Restraint: _____ Time of Restraint: _____ Start Time: _____ End Time: _____

Teacher/Staff Initiating Restraint: _____

Procedure used during the restraint was: _____

Injuries: ___ Yes ___ No Details: _____

Describe Behavior of Student and Environmental Situation Precipitating Restraint:

Location: _____ Students/Staff Present: _____

Class/Specific Activity at Time of Restraint/Preceding Restraint: _____

Other Possible Triggers: _____

Was Parent notified? ___ Yes ___ No Date & Time of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained/secluded 5 or more times this year? ___ Yes ___ No

If yes, IT IS MANDATORY the IEP/504 plan be reconvened immediately to review and revise appropriate behavioral supports.

Other Comments or Observations: _____

Person Initiating Restraint _____ School Administrator _____

Signature

Signature

This form must be completed within 24 hours. Copies must be sent to Parent, Administrative Director, Director of Special Education and Principal within 24 hours.

SECLUSION REPORT FORM CAMERON PARISH SCHOOL SYSTEM

Student Name: _____ Date of Report _____

School _____ Grade: _____ Exceptionality: _____

Date of Seclusion: _____ Time of Seclusion: _____

Teacher/Staff Initiating Seclusion: _____

Person(s) Supervising Student During Seclusion: _____

Describe Behavior Warranting Seclusion: _____

Class/Specific Activity At Time of Incident/Preceding Seclusion: _____

Possible Triggers: _____

It is MANDATORY that student be monitored constantly.

- | | | |
|-------------|--------------------------|------------------------|
| 1. Agitated | 4. Hostile | 7. Self Abusive |
| 2. Calm | 5. Physically Aggressive | 8. Verbally Aggressive |
| 3. Crying | 6. Quiet | 9. Other: _____ |

| Document Behavior every 5 min using codes above. | | | | | | | | | | | | Start time: _____ | End time: _____ |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------------|-----------------|
| 5 min | 10 min | 15 min | 20 min | 25 min | 30 min | 35 min | 40 min | 45 min | 50 min | 55 min | 60 min | | |
| | | | | | | | | | | | | | |

Was Parent notified? _____ Yes _____ No Date & Time of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained/secluded 5 or more times this year? _____ Yes _____ No

If yes, IT IS MANDATORY the IEP/504 plan be reconvened immediately to review and revise appropriate behavioral supports.

Other Comments or Observations: _____

Person Initiating Seclusion _____ School Administrator _____
Signature Signature

This form must be completed within 24 hours. Copies must be sent to Parent, Administrative Director, Director of Special Education and Principal within 24 hours.

§ 416.21. Behavior of students with exceptionalities; use of..., LA R.S. 17:416.21

West's Louisiana Statutes Annotated
Louisiana Revised Statutes
Title 17. Education (Refs & Annos)
Chapter 2. Teachers and Employees
Part I. General Provisions (Refs & Annos)

LSA-R.S. 17:416.21

§ 416.21. Behavior of students with exceptionalities; use of seclusion and physical restraint

Currentness

A. As used in this Section:

(1) "Imminent risk of harm" means an immediate and impending threat of a person causing substantial physical injury to self or others.

(2)(a) "Mechanical restraint" means the application of any device or object used to limit a person's movement.

(b) Mechanical restraint does not include:

(i) A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider.

(ii) Any device used by a duly licensed law enforcement officer in the execution of his official duties.

(3)(a) "Physical restraint" means bodily force used to limit a person's movement.

(b) Physical restraint does not include:

(i) Consensual, solicited, or unintentional contact.

(ii) Holding of a student, by a school employee, for less than five minutes in any given hour or class period for the protection of the student or others.

(iii) Holding of a student, by one school employee, for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.

(iv) Minimal physical contact for the purpose of safely escorting a student from one area to another.

(v) Minimal physical contact for the purpose of assisting the student in completing a task or response.

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(4) "Positive behavior interventions and support" means a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

(5) “School employee” means a teacher, paraprofessional, administrator, support staff member, or a provider of related services.

(6) “Seclusion” means a procedure that isolates and confines a student in a separate room or area until he or she is no longer an immediate danger to self or others.

(7) “Seclusion room” means a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.

(8) “Written guidelines and procedures” means the written guidelines and procedures adopted by a school’s governing authority regarding appropriate responses to student behavior that may require immediate intervention.

B. (1) Seclusion shall be used only:

(a) For behaviors that involve an imminent risk of harm.

(b) As a last resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.

(2) Seclusion shall not be used to address behaviors such as general noncompliance, self- stimulation, and academic refusal. Such behaviors shall be responded to with less stringent and less restrictive techniques.

(3)(a) A seclusion room shall be used only as a last resort if and when less restrictive measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student’s environment, have failed to stop a student’s actions that pose an imminent risk of harm.

(b) A student shall be placed in a seclusion room only by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he or she is in the seclusion room.

(c) Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.

(4) A seclusion room shall:

(a) Be free of any object that poses a danger to the student placed in the room.

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(b) Have an observation window and be of a size that is appropriate for the student’s size, behavior, and chronological and developmental age.

(c) Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

C. (1) Physical restraint shall be used only:

(a) When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others.

(b) To the degree necessary to stop dangerous behavior.

(c) In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others.

(2) No student shall be subjected to any form of mechanical restraint.

(3) No student shall be physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.

(4) A student shall be physically restrained only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.

D. Seclusion and physical restraint shall not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.

E. No student shall be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint.

F. A student shall not be placed in seclusion or physically restrained if he or she is known to have any medical or psychological condition that precludes such action, as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled.

G. A student who has been placed in seclusion or has been physically restrained shall be monitored continuously. Such monitoring shall be documented at least every fifteen minutes and adjustments made accordingly, based upon observations of the student's behavior.

H. A student shall be removed from seclusion or released from physical restraint as soon as the reasons for justifying such action have subsided.

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I. (1) The parent or other legal guardian of a student who has been placed in seclusion or physically restrained shall be notified as soon as possible. The student's parent or other legal guardian shall also be notified in writing, within twenty-four hours, of each incident of seclusion or physical restraint. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint, and the names and titles of any school employee involved.

(2) The director or supervisor of special education shall be notified any time a student is placed in seclusion or is physically restrained.

J. A school employee who has placed a student in seclusion or who has physically restrained a student shall document and report each incident in accordance with the policies adopted by the school's governing authority. Such report shall be submitted to the school principal not later than the school day immediately following the day on which the student was placed in seclusion or physically restrained and a copy shall be provided to the student's parent or legal guardian.

K. If a student is involved in five incidents in a single school year involving the use of physical restraint or seclusion, the student's Individualized Education Plan team shall review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports.

L. The documentation compiled for a student who has been placed in seclusion or has been physically restrained and whose challenging behavior continues or escalates shall be reviewed at least once every three weeks.

M. (1) The governing authority of each public elementary and secondary school shall adopt written guidelines and procedures regarding:

(a) Reporting requirements and follow-up procedures.

(b) Notification requirements for school officials and a student's parent or other legal guardian.

(c) An explanation of the methods of physical restraint and the school employee training requirements relative to the use of restraint.

(2) These guidelines and procedures shall be provided to all school employees and every parent of a child with an exceptionality.

N. (1) The governing authority of each public elementary and secondary school shall report all instances where seclusion or physical restraint is used to address student behavior to the Department of Education.

(2) The Department of Education shall maintain a database of all reported incidents of seclusion and physical restraint of students with exceptionalities and shall disaggregate the data for analysis by school; student age, race, ethnicity, and gender; student disability, where applicable; and any involved school employees.