

Restraint Seclusion Administration Procedures

During the 2016 Louisiana legislative session, Act 522 (originally Senate Bill 317) dealing with the use of physical restraint and seclusion was enacted. In order to be compliant with this law, the following procedures are to be strictly followed in the event that any student with a disability (any special education student excluding students who are identified as gifted and/or talented only).

1. When an incident of seclusion and/or physical restraint takes place, the person who has made that determination must report the details of the incident to the campus principal/administrative designee, the PAC Manager and the parent.
2. The principal/administrative designee must provide all of the required paperwork to the person who secluded or restrained the student with a disability.
3. The paperwork must be completed in its entirety before the end of business on the day that the restraint and/or seclusion took place.
 - a. This paperwork shall be submitted to the campus principal no later than the day following the incident.
 - b. A copy of this paperwork will be included as part of the written notification of the incident to the parent/guardian within 24 hours of the incident.
 - c. A copy of this paperwork shall be submitted to the Pupil Appraisal Center Manager no later than the day following the incident.
4. The parent of the child who was restrained/secluded must be notified in writing within 24 hours of the incident. The notice will come from the principal/administrative designee and must include:
 - a. Reason for restraint/seclusion
 - b. Procedures used
 - c. Length of time of the restraint/seclusion
 - d. Names and titles of any school employee involved
5. The Special Education Director or his/her designee (Pupil Appraisal Center Manager) shall be notified in writing after each such occurrence.
6. In the event a student is subject to the use of restraint and/or seclusion a total of five times within the same school year, the student's IEP team shall convene to review and revise, if appropriate, the student's Behavior Intervention Plan to include any appropriate and necessary behavioral supports.
7. After the fifth such event, at a minimum of every three weeks the teacher of IEP authority and the campus principal/administrative designee shall review documentation compiled for a student who has been placed in seclusion or physically restrained when it is determined through data that the student's challenging behaviors continue or escalate. If necessary, the student's IEP team shall convene to review and revise, if appropriate the student's Behavior Intervention Plan to include any appropriate and necessary behavioral supports.