

# Seclusion/Restraint Procedures

Under

Louisiana Revised Statutes 17:416.21

(Act 328 of 2011)

&

Louisiana Bulletin 1706, Revised 2012



**ST. JAMES**  
**PARISH SCHOOLS**

*Inspiring Hope and Purpose*

**Date: Revised – July 17, 2017**

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# INTRODUCTION

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and restraint for St. James Parish School Board 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 disabilities 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 St. James Parish School Board and its personnel in addressing the educational needs of students with disabilities. The guidelines and procedures reflect best practices in crisis management; however, St. James Parish School Board recognizes that there are extraordinary circumstances which may necessitate untrained staff to intervene.

For the purposes of this document, St. James Parish School Board may encompass policies adopted by the St. James 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.

## DISSEMINATION OF GUIDELINES AND PROCEDURES

The district shall make available to school personnel and the parents/guardians/students of majority age, a copy of the local policy and procedures regarding the use of reasonable restraint and seclusion of students with disabilities in the educational environment. It shall be considered permissible to publish the guidelines and procedures on St. James Parish School Board's website. Such seclusion/restraint notification shall also be referenced and/or disseminated at IEP meetings.

## DEFINITIONS

**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 health care provider.
- Any device used by a duly licensed law enforcement officer in the execution of his official duties.

**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 include 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 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 for the purpose of completing a task.
- Momentary blocking of a student.

**POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT --** 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.

**SECLUSION ROOM --** 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.

**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 considered directly and substantially 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 time-out* 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.

# **SUPERINTENDENT'S DIRECTIVES**

## **PURSUANT TO SCHOOL BOARD POLICY**

**Crisis teams at each school will be trained using the Nonviolent Crisis Intervention materials from the Crisis Prevention Institute (CPI), or similar nonviolent intervention techniques. Other staff will be trained as needed to meet the needs of students and schools. Initial training of school personnel will consist of 8 hours and a 3 hour refresher training will be offered annually. The Special Education Office will maintain records of initial and refresher trainings.**

**School employees will annually sign a document indicating they have received a copy of the St. James Parish School Board's Seclusion and Restraint Procedures.**

**The St. James Parish School Board has approved the following guidelines and procedures relative to the use of seclusion and restraint by its employees. Charter schools are subject to the requirements of Act 328 of 2011 and should follow the same procedures as all other schools in the district or establish comparable procedures.**

## **MANDATORY REPORTING REQUIREMENTS**

**When any student with a disability is secluded or is subject to physical restraint as soon as possible after each incident, the parent or guardian should be notified. The school shall document all efforts, including conversations, phone calls, electronic communications, and home visits.**

**The school employee who used seclusion and/or physical restraint should document the incident on Form A and submit a copy to the School Principal/designee, Director of Special Education/designee, and the parent within 1 school day following the day on which the incident occurred. The employee shall continuously monitor the student and document every 15 minutes using Form B.**

**The Director of Special Education or designee will be responsible for forwarding the information to the Louisiana Department of Education via e-mail and/or fax. Verification of receipt will be maintained on file at the Special Education Office.**

## SECLUSION

Seclusion is a procedure that isolates and confines a student in a separate room or other confined area from which the student is involuntarily prevented from leaving 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. School personnel may confine a student with a disability to a seclusion room (a room or other confined area from which the student is involuntarily prevented from leaving) on an individual basis and for a limited time to allow the student the opportunity to regain control in a private setting.

When the use of a seclusion room is necessary, the student with a disability should be escorted to the seclusion area by a trained staff member. 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 use of physical force. Verbal redirection and other means of positive support should be used before resorting to physical means.

School personnel may use seclusion **ONLY** when the student poses an immediate risk of danger to self or others as more fully described below:

- Isolation is needed to break up a fight or maintain order at the school;
- The person poses a viable threat of imminent harm to self or others or substantial destruction of school property;
- Isolation is required/specified by a student’s IEP, Section 504 Plan, and/or Behavior Intervention Plan;
- Other such incidents involving imminent risk of significant injury to the student or others.

The use of 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 trained 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.

- Only one student with a disability is placed in a seclusion room at any given time. The employee supervising the student is able to see and hear the student the entire time the student is placed in the seclusion room.
- The room is free of any object that poses a danger to the student.
- The room has an observation window and is of a size appropriate for a student's size, behavior, and chronological and developmental age.
- The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

## **MECHANICAL RESTRAINT**

No student shall be subjected to any form of mechanical restraint by school employees.

## **PHYSICAL RESTRAINT**

Physical restraint should be used only as a temporary emergency measure and when a student's behavior presents an imminent risk of substantial harm to self or others and only as a last resort to protect the safety of self and others (includes students running away from campus when appropriate). Prone restraints are forbidden.

Physical Restraint is permitted only under the following conditions:

- By a trained staff member.
- 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.
- To the degree necessary to stop dangerous behavior.
- 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, and severity of behavior.



## PROHIBITED USES OF SECLUSION/RESTRAINT

- For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Such behaviors **SHALL** be responded to 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 school in which the student is enrolled).

## MONITORING & DOCUMENTATION

Seclusion and Restraint require monitoring, documentation, and analysis of data collected:

- Continuous monitoring/document in writing every 15 minutes (with adjustments made accordingly) using Form B.
- Student is released/removed as soon as the reasons for the action have subsided.
- The school employee shall notify the parent or guardian as soon as possible. The school shall document all efforts, including conversations, phone calls, electronic communications, and home visits, to notify the parent of a student who has been placed in seclusion or physically restrained.
- The school employee who used seclusion/restraint shall complete Form A for each incident of seclusion/restraint and document monitoring on Form B.
- The school employee shall notify the parent or guardian in writing within 1 school day of EACH incident of seclusion/restraint using Form A.
- The school employee shall submit Form A to the School Principal *and* Director of Special Education within 1 school day immediately following the day of the seclusion/restraint.
- When a student is involved in 5 incidents of seclusion/restraint in a single school year\*, convene the IEP Team to review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports.
- If the same student is repeatedly involved in incidents of seclusion and/or restraint, then the Director of Special Education must review the IEP every 3 weeks.
- Review data/documentation at least once every 3 weeks for students secluded and restrained and whose challenging behavior continues or escalates.
- Each incident of seclusion or restraint must be reported in SER by district special education administrators.

- **School seclusion/restraint data must be analyzed at least annually to ensure the appropriateness and effectiveness of these actions.**

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

**ST. JAMES PARISH SCHOOL BOARD  
SECLUSION/RESTRAINT ACKNOWLEDGEMENT FORM**

The undersigned parent/guardian hereby acknowledges that they have received, read, and understand St. James Parish School Board's Seclusion and Restraint Procedures.

Date: \_\_\_\_\_

School: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

Student: \_\_\_\_\_

**ST. JAMES PARISH SCHOOL BOARD  
SECLUSION/RESTRAINT ACKNOWLEDGEMENT FORM**

The undersigned employee hereby acknowledges that they have received, read, and understand St. James Parish School Board's Seclusion and Restraint Procedures.

Date: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Work Site: \_\_\_\_\_



# ST. JAMES PARISH SCHOOL DISTRICT

## Seclusion and Restraint Administrative Procedures

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 PA Coordinator 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 Coordinator 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 Coordinator) shall be notified 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. The teacher of IEP authority and the campus principal/administrative designee shall review every three weeks 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.

# ST. JAMES PARISH SCHOOL DISTRICT

## Seclusion and Restraint Administrative Procedures

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LEA#: \_\_\_\_\_

School: \_\_\_\_\_

***SECLUSION/RESTRAINT***

***INCIDENT REPORTING FORM A***

***St. James Parish School System***

Date of Report: \_\_\_\_\_

***Please Print***

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Disability: \_\_\_\_\_

Last 4 of SSN# \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Time of Incident: \_\_\_\_\_

Duration of Seclusion/Restraint: \_\_\_\_\_

Form Completed by: \_\_\_\_\_

*(Print Name, Title)*

\_\_\_\_\_

*(Signature)*

**Reason for Seclusion/Restraint:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher/Staff Initiating  
Seclusion/Restraint

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher/Staff Initiating  
Seclusion/Restraint

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ST. JAMES**  
**PARISH SCHOOLS**  
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Student's Name: \_\_\_\_\_

LEA #: \_\_\_\_\_

Last 4 of SSN#: \_\_\_\_\_

Date: \_\_\_\_\_

De-escalation Procedures Used in Attempt to Resolve Situation Prior to Implementing Seclusion/Restraint:

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Class/Specific Activity at Time of Incident/Preceding Incident:

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Other Possible Triggers:

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Injuries: \_\_\_\_\_ Yes \_\_\_\_ / No \_\_\_\_\_ (If "yes" describe)

Other Comments/Observations:

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**SECLUSION/RESTRAINT**

**INCIDENT REPORTING FORM B**

***St. James Parish School System***

Date: \_\_\_\_\_

***Please Print***

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Location: \_\_\_\_\_

Person (s) Supervising Student during Seclusion/Restraint Incident:

\_\_\_\_\_  
 (Name, Title)

\_\_\_\_\_  
 (Name, Title)

Describe Dangerous Behavior Warranting Action of Last Resort:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**OBSERVATION**

CODE:

- + = Student Ok: Still poses Imminent danger
- C= Calming Begins
- R= Released from Seclusion/Restraint

Check Student Every 15 minutes

Start Time: \_\_\_\_\_

Total Minutes

End Time: \_\_\_\_\_

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	am	gtn	10 <sup>th</sup>	11 <sup>th</sup>	12 m
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Form B Completed by: \_\_\_\_\_

(Print Name, Title)

\_\_\_\_\_  
 (Signature)



*St. James Parish School System*  
**SECLUSION/RESTRAINT**  
**ACKNOWLEDGEMENT FORM**

The undersigned parent/guardian hereby acknowledges that they have received, read, and understand St. James Parish Public School System's Seclusion and Restraint Procedures.

Date: \_\_\_\_\_

School: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

Student: \_\_\_\_\_

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**St. James Parish School System**  
**Seclusion/Restraint Acknowledgement Form**

The undersigned parent/guardian hereby acknowledges that they have received, read, and understand St. James Parish Public School System's Seclusion and Restraint Procedures.

Date: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Work Site: \_\_\_\_\_



**SECLUSION REPORT FORM**



**ST. JAMES  
PARISH SCHOOLS**  
*Inspiring Hope and Purpose*

Dr. P. Edward Cancienne  
Superintendent

George Nassar, President  
District 4

Dianne Spencer, Vice-  
President, District 5

1876 West Main Street  
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Diana Cantillo, District 1  
Kenneth Foret, District 2  
Sue Beier, District 3  
Nicole Florent Charles,  
District 6  
Raymond Gros, District 7

**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

**RESTRAINT REPORT FORM**



**ST. JAMES  
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Superintendent

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Nicole Florent Charles,  
District 6  
Raymond Gros, District 7

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 Time & Date of Notification: \_\_\_\_\_

Method of Notification: \_\_\_\_\_ Person Contacting Parent: \_\_\_\_\_

Has student been restrained and/or 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 that time period.**