# FRANKLIN PARISH SCHOOLS
# Seclusion/Restraint Procedures for Exceptional Students

## An Interpretive Guide for Implementation of Act 328 of the Louisiana Legislature, 2011

Initially Developed in July, 2012

Revised and Amended August, 2016, to include provisions of Louisiana Act 522 (2016)

Revised and Amended November 2025 to include provisions of Louisiana Act 479 (2025)

Franklin Parish School Board

7293 Prairie Road

Winnsboro, LA 71295

July 2012

Rev: November 2025

# INTRODUCTION

A primary responsibility of our educational agency is to provide a safe environment for all students. Facilities are designed to meet codes developed specifically to ensure that all students may learn in physical safety and comfort, while teachers and other staff are trained to react efficiently to emergencies such as fires, weather disasters, and other critical response situations. We are also responsible for protecting students as well as employees from acts of physical aggression initiated by other students while they are in our care. A small percentage of students may account for the majority of incidents of physical violence and this percentage includes both students identified eligible for special education services in compliance with the Individuals with Disabilities Education Act (IDEA) and students with no identified educational disability. While there are definite consequences to implement following an act of physical aggression for both exceptional and non-exceptional students, policies and procedures described here provide interventions to be implemented by persons present when the aggressive act is occurring. **The primary reason for any use of physical intervention and/or seclusion with any student is to prevent or stop injury and to maintain a safe environment for all students and faculty.**

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and physical restraint in the Franklin Parish School District.

These procedures specifically address the statutory requirements of Louisiana Act 328 of 2011 regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. This document was revised in August, 2016, to include provisions of Louisiana Act 522 (2016). A second revision was in November 2025 to include provisions of Louisiana Act 479 (2025).

# TABLE OF CONTENTS


| | Page |
|---|---|
| Overview of Use of Seclusion and Physical Restraint | 4 |
| Methods and Procedures for Physical Intervention, Control, and Restraint | 6 |
| Methods and Procedures for Seclusion | 7 |
| Reporting Requirements/Follow Up Procedures/Documentation/Notification | 9 |
| School Employee Training | 11 |
| Dissemination of Guidelines and Procedures to All School Employees | 11 |
| Dissemination of Guidelines and Procedures to Every Parent of a Child with Exceptionality | 11 |
| Notification to the Louisiana Department of Education | 12 |
| Analysis of Physical Restraint/Seclusion Reporting | 12 |
| Notification to any School Board-approved charter school officers and employees | 12 |
| Appendix A: Documentation Forms | |
| Appendix B: Guidelines and Procedures for Parents/Guardians | |
| Appendix C: Definitions | |
| Appendix D: Act 479 of the 2025 Louisiana Legislature | |

# Overview of Use of Seclusion and Physical Restraint

**1.** Seclusion or physical restraint will be used only when all other positive behavioral interventions have been attempted and proven unsuccessful in remediating imminent risk of harm and then only to prevent the immediate escalation of imminent risk of harm to self or others.

**2.** Physical control techniques that result in minimal discomfort and no physical injury to the student will be implemented. Interventions used will not interfere with a student's ability to breathe freely or communicate with others. Students will not be restrained in a manner that places excessive pressure on the back or chest that may present a risk of asphyxia.

*See also definition of physical restraint.*

**3.** Physical intervention will not be used as a form of discipline or punishment, as a way to obtain compliance, for convenience of school personnel, or when unsafe, unreasonable, or unwarranted. Seclusion is prohibited for addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. Such behaviors will be addressed with less stringent and less restrictive techniques. Seclusion will not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, for the convenience of school personnel, or when unreasonable, unsafe, or unwarranted. Seclusion and physical restraint will not be used after imminent substantial risk of injury no longer exists. *See also definition of seclusion.*

**4.** If a student has a medical or psychological condition that precludes seclusion and/or physical intervention, as certified in a written statement by a licensed health care provider, physical restraint will not be used with that student. That student's Individualized Education Plan (IEP) team will develop and implement interventions to address that student's individual needs.

**5.** No mechanical devices such as stockinettes, web straps, or tie downs will be used for physical restraint. Adaptive devices such as braces, postural aids, and other equipment prescribed through the Individualized Education Plan (IEP) to assist a student to benefit from his/her educational programming are not considered to be restraints.

**6.** Only school personnel that have specific experiential training in the safe and proper application of prescribed techniques will employ physical restraint. Only approved procedures will be used. All trained personnel are required to assist, if needed, when physical restraint is implemented. Psychological and Intervention Services and/or Special Education staff familiar with the approved physical intervention techniques will provide training.

**7.** Physical restraint or seclusion will not serve as the sole means of behavioral intervention and support for any student with a disability. Special education students who have a documented history of physical aggression will have a behavior management plan as a component of their Individualized Education Plan, which will be reviewed and approved by parents. This behavior plan will designate when seclusion or physical restraint is used and the behavioral consequences that will follow use of seclusion or restraint. Seclusion and physical restraint used for reasons other than imminent risk of harm and use of procedures contrary to those approved listed shall be considered unreasonable and strictly prohibited.

Seclusion will not be used as a disciplinary consequence for minor infractions or to otherwise isolate the student from needed educational instruction.

**8.** In an emergency situation, physical restraint or seclusion may be used with any student to prevent injury to that student or others. However, every behavioral incident that involves physical intervention must be reviewed by a school health designee and is subject to review by principals, administrative staff, community advocates, and parents. Staff is advised to be extremely cautious when using physical interventions with students without inclusion of these interventions in an Individualized Education Plan. Staff members may be held personally accountable for injuries that may result from physical interventions that may be generally considered more intrusive than necessary to stop aggressive behavior.

**9.** All attempts should be made to remove others (except a witness) from the area when restraint is being implemented to both prevent injury and to protect the privacy of the student that requires physical restraint. If there is more than one staff member in the area when physical restraint is initiated, one person will assume control. This primary intervention person will initiate verbal and, if required, physical interventions. Other staff members will follow the directions of the primary intervention person. Other staff members will provide physical assistance if needed. If they are not needed to establish and maintain safe physical restraint; other staff will remove and relocate other students and will alert the school principal that physical restraint has been initiated.

**10.** Personnel will not discuss any aspect of seclusion or physical restraint with any student at any time. Once an incident of seclusion or physical restraint is ended, teachers and others will complete the appropriate forms and return to teaching to provide opportunities for students to earn positive reinforcers. **Staff will not threaten use of restraint to gain compliance and will not remind the student of behaviors that have resulted in physical restraint in the past.**

# Methods and Procedures for Physical Intervention, Control, and Restraint

**Operational Definition of Physical Restraint**: Physical restraint is the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body. Physical restraint does NOT include:

1. Consensual, solicited, or unintentional contact.
2. Momentary blocking of a student's action if the student's action is likely to result in harm to the student or other person.
3. A school employee holding a student for less than three consecutive minutes within any given hour for the protection of the student or others.
4. A school employee holding a student 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.
5. Minimal physical contact for the purpose of safely escorting a student from one area to another.
6. Minimal physical contact for the purpose of assisting the student in completing a task or response.

**Specific Procedures for Use of Physical Restraint:** These procedures are adapted from evidence-based crisis intervention and prevention plans. Interventions are arranged in order from less to more intrusive. Staff should use only as much physical control as is necessary to stop imminent risk of harm to self or others.

**When Physical Restraint is used:**

1. Adults will maintain the proper restraint until the student no longer displays imminent risk of harm to self or others.

2. Adults will release the student as soon as is practical. If property has been disturbed, the student's first assignment will be to restore the area. Student and staff will then return to regular instructional materials.

3. A staff member not involved in the physical restraint will remain in the area to witness the entire episode of physical control and assist if needed. If a teacher or aide regularly assigned to that class is not available to serve as a witness, the principal may serve as the witness or the principal may assign a witness. This person will stay where they cannot be seen by the student in restraint and will remain silent throughout the implementation of restraint.

4. Following physical restraint a school health designee will assess the use of physical restraint at the time such measure is used.

# Methods and Procedures for Seclusion

**Operational Definition of Seclusion:** A procedure that isolates and confines a student in a designated separate room or area until he or she is no longer an imminent risk of harm to self or others. Seclusion shall be used only as a last resort when de-escalation and other positive behavioral support attempts have failed and the student continues to pose an imminent risk of harm to self or others. Seclusions shall not be used as a routine school safety, discipline, or intervention mention or to address behaviors such as general non-compliance, self-stimulation, academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others. School employees shall respond to such behaviors with less strenuous and less restrictive techniques, such as those included in a school's or student's crisis intervention plan or a student's Individualized Education Program or Behavioral Intervention Plan.

Seclusion is permitted only for behaviors that involve an imminent risk of harm, as a "last resort" 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. Seclusion may be used only as long as necessary to minimize the imminent risk of harm while summoning the assistance of crisis intervention personnel, emergency medical services personnel, and/or law enforcement officers when a crime has been committed.

School personnel may use seclusion only when the student poses an immediate risk of harm to self or others. Situations that warrant seclusion may include but are not limited to:

- When a student is in control of a weapon
- Isolation is needed to break up a fight or maintain order at the school
- A student poses a viable threat of substantial destruction of school property
- Isolation is required/specified by a student's IEP, Section 504 Plan, and/or Behavioral Intervention Plan
- Other such incidents involving imminent risk of significant injury to the student or others.

**Specific Procedures for Use of Seclusion:** When all non-intrusive attempts to stop a student's behavior that presents an imminent risk of harm have failed, trained staff will verbally instruct that student to move to an approved seclusion room. A student may be physically placed in a seclusion room, using approved assisted transport methods if circumstances warrant such action. A student in a seclusion room will be monitored continuously. Seclusion will end when crisis intervention, emergency medical, or law enforcement personnel intervene or when supervising staff determine that the student no longer presents an imminent risk of harm to themselves or others.

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 without the use of physical force, if possible. 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.

If physical intervention becomes necessary to prevent a student in seclusion from harming him/her self or causing substantial destruction of school property, seclusion ends, trained personnel enter the seclusion room, and de-escalation procedures will be implemented. Physical restraint will be implemented as prescribed if needed.

**Use of a Seclusion Room is permitted only when:**

- Administered 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.
- One student is placed in a seclusion room 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.

**A seclusion room shall:**

- Be free of any object that poses a danger to the student placed in the room.
- Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.
- Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

## Reporting Requirements/Follow up Procedures/Documentation/Notification

**1.** All interventions attempted before use of seclusion or physical restraint will be formally or informally documented by the school personnel providing the physical restraint.

**2.** While it is desirable that all restraint is observed, should physical restraint remain in effect for 3 minutes or more, the school health designee must directly observe the student in physical restraint. The school health designee will determine if the student is in physical distress, and control should stop, if restraint should be continued, or if other action should be taken. If restraint is continued, the principal will examine the student in restraint at 10-minute intervals and decide the next course of action for each 10-minute interval until restraint is terminated. These observations will be documented using the Seclusion/ Restraint Observation Log Form (App. A)

**3.** Staff will continuously visually monitor a student in seclusion until seclusion ends. Monitors will document the student's progress at 10- minute intervals using the Seclusion/Restraint Observation Log Form.

**4.** When Physical Restraint and/or Seclusion are used, a Documentation of Seclusion/Physical Restraint form (Appendix A) must be completed and given to the school principal or a designee on the day that the physical intervention or seclusion was used. The school health designee, staff implementing restraint, special education teacher, any additional witnesses, and principal will review the Documentation of Seclusion/Physical Restraint form, add any relevant information, and sign the completed form before the form is forwarded.

**5**. The principal must notify the student's parent or guardian before the end of that school day. The principal must also notify the Special Education Supervisor or a designee before the end of that day and review, sign, and fax a copy of the intervention report to that supervisor by the end of the next school day following the incident. The principal or his designee will send a copy of the documentation to parents and Special Education/Psychological and Intervention Services by the end of the next school day following receipt of the report (Appendix A).

**6.** After a seclusion/restraint incident, the Special Education teacher will convene the IEP Team within 10 days to review and revise accommodations, modifications, and/or behavior intervention plans in an effort to prevent future occurrences. A copy of the IEP team meeting with amendments and changes will be forwarded to the Supervisor of Special Education within 5 days of the meeting.

**7.** If a student is involved in **THREE** 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 and any crisis intervention plan to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates requiring repeated use of seclusion or physical restraint practices, the Supervisor of Special Education or designee shall review the student's plans at least once every three weeks until physical restraint and seclusion procedures have not been used for six consecutive school weeks.

**8.** No statute, law, or procedural safeguard prohibits school administrators from reporting a crime to appropriate authorities or from involving law enforcement at school when **any** student commits a criminal act. If school administrators determine that continued placement of an IDEA (special education) student will likely result in injury to the student or others, contact the Supervisor of Special Education. This will initiate the process of removal, ensuring that procedural safeguards are followed. Exceptions to procedure may be made if emergency circumstances warrant.

**The Principal or designee will notify the Supervisor of Special Education immediately when an emergency removal of an IDEA eligible student occurs.**

## School Employee Training

Each district school site will have a Crisis Team. Team members will participate in training in Nonviolent Crisis Intervention and in prescribed methods of implementing seclusion with exceptional students. Certificates of competence will be issued to successful trainees.

**Only** school personnel that have specific experiential training in the safe and proper application of prescribed techniques will employ physical restraint. **Only** approved procedures will be used. All trained personnel are required to assist, if needed, when physical restraint is implemented. Psychological and Intervention Services and/or Special Education staff familiar with the approved physical intervention techniques and certified as trainers will provide training.

Crisis team members will participate in continuing education for Crisis Intervention as required.

## Dissemination of Guidelines and Procedures to All School Employees

A copy of School Board Policy and Seclusion/Restraint Procedures for Exceptional Students will be available in each district school's policy and procedure manual and in each Special Education teacher's handbook. A digital copy of School Board Policy and Seclusion/Restraint Procedures for Exceptional Students is also available on the district's website.

## Dissemination of Guidelines and Procedures to Every Parent of a Child with Exceptionality

A copy of guidelines (Appendix B) will be provided to parents/guardians of students with disabilities and exceptional students at age of majority at the student's annual Individualized Education Plan review meeting, either as a freestanding document or as a component of a more comprehensive Students Rights and Responsibilities Handbook.

## Notification to the Louisiana Department of Education

Data for each incident of seclusion and physical restraint will be entered into the JPAM/SIS Data Program by the district Supervisor of Special Education or a designee within 24 hours of receipt of FPSB Seclusion/Restraint Documentation from the school. This documentation of Seclusion/Physical Restraint will be available for appropriate personnel within the Louisiana Department of Education through the JPAMS/SIS data program.

## Analysis of Physical Restraint/Seclusion Reporting

Data will be used to track the number of incidents of physical restraint/seclusion by student, staff, and type of incidents, description and number of injuries sustained by student and/or staff and the nature of any such injuries, and other factors such as precipitating events and other observable factors. Such data will analyze at least annually and a district report will be prepared. Related data will be available to parents/guardians of children and other interested parties upon request.

## Notification to any School Board-approved charter school officers and employees

Charter schools are subject to the requirements of Act 328 of 2011 and Act 479 of 2025 and should follow the same procedures as all other schools in the district or establish comparable procedures.

# Appendix A – Documentation Forms

**FRANKLIN PARISH SCHOOL BOARD**

**Documentation of Seclusion/Physical Restraint**

Date: _____ Time: _____ Location: _____ Duration: _____

***Complete and fax copy to Special Education Supervisor within 24 hours***

Student _____ DOB _____ Age _____ Race _____ Gender _____

School _____ Grade _____ Exceptionality _____

Parent/Guardian _____ Sp. Ed. Teacher_____

What was the student doing prior to this incident? (Attach explanation if additional space is needed)

_____
_____
_____
_____
_____
_____

What behavior required the seclusion/physical restraint? (Attach explanation if additional space is needed)

_____
_____
_____
_____
_____
_____

What de-escalation techniques were used prior to the application of seclusion/ physical restraint?

(Attach explanation if additional space is needed)

_____
_____
_____
_____
_____
_____

What specific seclusion/restraint techniques were used?

_____
_____
_____
_____
_____
_____

How long was seclusion/restraint necessary? _____

What happened when the student was released? (Attach explanation if more space is needed):

_____
_____
_____
_____
_____
_____

Were there any observable injuries to the student or school personnel? (If yes, provide specific details.)

_____
_____
_____
_____
_____
_____

Who witnessed the seclusion/restraint? _____

Who was notified (parent/ guardian)? _____

How was notification completed? _____

Document parent/guardian response

_____
_____
_____
_____
_____
_____

**Each staff member needs to sign in the appropriate space**

_____ _____

Staff Implementing Seclusion/Restraint Special Ed. Teacher

_____ _____

Principal or Assistant Principal Witness

_____

School Health Designee

**Send copy to: Parent/Guardian; Special Education Department/Psychological and Intervention Services**

**Franklin Parish School Board**

**Physical Seclusion/Restraint Observation Log**

Student: _____ Date: _____

Names of Person(s) Supervising Student During Seclusion/Restraint Incident:

_____

_____

Description of Student's Dangerous Behavior Warranting Action of Last Resort:

_____

_____

_____

| | | |
|---|---|---|
| | Observation Log<br>Code: + = Student OK; still poses imminent risk of harm<br>C = Calming Begins<br>R = Released from Seclusion/Restraint | |
| Check student<br>Every 10 minutes | Start Time:<br>End Time: | Total Time: |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |

Observer(s) Signature(s) and Title:

_____
_____
_____
_____

# Appendix B
# Guidelines and Procedures for Parents/Guardians

# Guidelines for Use of Seclusion and Physical Restraint with Exceptional Students

Louisiana Revised Statute 17:416.21 (Act 522 of 2016) (Act 479 of 2025) and Louisiana Bulletin 1706 (Regulations for Students with Disabilities, rev. 2012) mandate that each Local Educational Agency develop and disseminate guidelines for use of seclusion and physical restraint to parents/guardians of exceptional students.

Comprehensive policies and procedures that include descriptions of methods and procedures for seclusion, physical transport, intervention, and control as well as procedures for parent notification, staff training, direct monitoring, data analysis, and documentation are available for review at each school site and at the Franklin Parish Schools website. Copies of these documents will be provided upon request.

General guidelines for use of seclusion and physical restraint for students with exceptionalities in Franklin Parish Schools are as follow:

**1.** Seclusion or physical restraint will be used only when all other positive behavioral interventions have been attempted and proven unsuccessful in remediating imminent risk of harm and then only to prevent the immediate escalation of imminent risk of harm to self or others.

**2.** Physical control techniques that result in minimal discomfort and no physical injury to the student will be implemented. Interventions used will not interfere with a student's ability to breathe freely or communicate with others. Students will not be restrained in a manner that places excessive pressure on the back or chest that may present a risk of asphyxia.

*See also definition of physical restraint.*

**3.** Physical intervention will not be used as a form of discipline or punishment, as a way to obtain compliance, for convenience of school personnel, or when unsafe, unreasonable, or unwarranted. Seclusion is prohibited for addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. Such behaviors will be addressed with less stringent and less restrictive techniques. Seclusion will not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, for the convenience of school personnel, or when unreasonable, unsafe, or unwarranted. Seclusion and physical restraint will not be used after imminent substantial risk of injury no longer exists. *See also definition of seclusion.*

**4.** If a student has a medical or psychological condition that precludes seclusion and/or physical intervention, as certified in a written statement by a licensed health care provider, physical restraint will not be used with that student. That student's Individualized Education Plan (IEP) team will develop and implement interventions to address that student's individual needs.

**5.** No mechanical devices such as stockinettes, web straps, or tie downs will be used for physical restraint. Adaptive devices such as braces, postural aids, and other equipment prescribed through the Individualized Education Plan (IEP) to assist a student to benefit from his/her educational programming are not considered to be restraints.

**6.** Only school personnel that have specific experiential training in the safe and proper application of prescribed techniques will employ physical restraint. Only approved procedures will be used. All trained personnel are required to assist, if needed, when physical restraint is implemented. Psychological and Intervention Services and/or Special Education staff familiar with the approved physical intervention techniques will provide training.

**7.** Physical restraint or seclusion will not serve as the sole means of behavioral intervention and support for any student with a disability. Special education students who have a documented history of physical aggression will have a behavior management plan as a component of their Individualized Education Plan, which will be reviewed and approved by parents. This behavior plan will designate when seclusion or physical restraint is used and the behavioral consequences that will follow use of seclusion or restraint. Seclusion and physical restraint used for reasons other than imminent risk of harm and use of procedures contrary to those approved listed shall be considered unreasonable and strictly prohibited. Seclusion will not be used as a disciplinary consequence for minor infractions or to otherwise isolate the student from needed educational instruction.

**8.** In an emergency situation, physical restraint or seclusion may be used with any student to prevent injury to that student or others. However, every behavioral incident that involves physical intervention must be reviewed by a school health designee and is subject to review by principals, administrative staff, community advocates, and parents. Staff is advised to be extremely cautious when using physical interventions with students without inclusion of these interventions in an Individualized Education Plan. Staff members may be held personally accountable for injuries that may result from physical interventions that may be generally considered more intrusive than necessary to stop aggressive behavior.

**9.** All attempts should be made to remove others (except a witness) from the area when restraint is being implemented to both prevent injury and to protect the privacy of the student that requires physical restraint. If there is more than one staff member in the area when physical restraint is initiated, one person will assume control. This primary intervention person will initiate verbal and, if required, physical interventions. Other staff members will follow the directions of the primary intervention person. Other staff members will provide physical assistance if needed. If they are not needed to establish and maintain safe physical restraint; other staff will remove and relocate other students and will alert the school principal that physical restraint has been initiated.

**10.** Personnel will not discuss any aspect of seclusion or physical restraint with any student at any time. Once an incident of seclusion or physical restraint is ended, teachers and others will complete the appropriate forms and return to teaching to provide opportunities for students to earn positive reinforcers. **Staff will not threaten use of restraint to gain compliance and will not remind the student of behaviors that have resulted in physical restraint in the past.**

**11**. The principal must notify the student's parent or guardian before the end of that school day. The principal must also notify the Special Education Supervisor or a designee before the end of that day and review, sign, and fax a copy of the intervention report to that supervisor by the end of the next school day following the incident. The principal or his designee will send a copy of the documentation to parents and Special Education/Psychological and Intervention Services by the end of the next school day following receipt of the report (Appendix A).

**12.** After a seclusion/restraint incident, the Special Education teacher will convene the IEP Team within 10 days to review and revise accommodations, modifications, and/or behavior intervention plans in an effort to prevent future occurrences. A copy of the IEP team meeting with amendments and changes will be forwarded to the Supervisor of Special Education within 5 days of the meeting.

**13.** If a student is involved in **THREE** 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 and any crisis intervention plan to include any appropriate and necessary behavioral supports. Thereafter, if the student's

challenging behavior continues or escalates requiring repeated use of seclusion or physical restraint practices, the Supervisor of Special Education or designee shall review the student's plans at least once every three weeks until physical restraint and seclusion procedures have not been used for six consecutive school weeks.

**14.** No statute, law, or procedural safeguard prohibits school administrators from reporting a crime to appropriate authorities or from involving law enforcement at school when **any** student commits a criminal act. If school administrators determine that continued placement of an IDEA (special education) student will likely result in injury to the student or others, contact the Supervisor of Special Education. This will initiate the process of removal, ensuring that procedural safeguards are followed. Exceptions to procedure may be made if emergency circumstances warrant.

**The Principal or designee will notify the Supervisor of Special Education immediately when an emergency removal of an IDEA eligible student occurs.**

**15.** Physical Restraint/Seclusion Incident Reporting data will be analyzed at least annually. Procedures will be reviewed and revised as necessary in the interim to ensure appropriateness and effectiveness.

**16.** Data will be used to track the number of incidents of physical restraint/seclusion by student, staff, and type of incidents, description and number of injuries sustained by student and/or staff and the nature of any such injuries, and other factors such as precipitating events and other observable factors. Related data will be available to parents/guardians of children and other interested parties upon request.

*A copy of these guidelines will be provided to parents/guardians of students with disabilities and exceptional students at age of majority at least annually either as a freestanding document or as a component of a more comprehensive Students Rights and Responsibilities Handbook.*

Franklin Parish School Board
7293 Prairie Road
Winnsboro, LA 71295

John Gullatt, Superintendent Rebecca Huff, Director of Student Services (Special Education)

I, _____ *(Print Parent/Guardian Name)* have received a copy of the Guidelines for Use of Seclusion and Physical Restraint with Exceptional Students.

Student's Name: _____

Parent/Guardian Signature: _____

Date: _____

# Appendix C – Definitions

# Definitions

**Crisis Intervention-** The implementation of an action plan for school personnel to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities. Crisis intervention may include the following:

- The use of positive behavioral supports and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize a student so that he may return to the classroom or daily activities.
- In extraordinary circumstances, the use of seclusion or physical restraint as a means to safely de-escalate a situation in which a student poses a risk of imminent harm to self or others.

**Imminent risk of harm-** An immediate or impending threat of a person causing substantial physical injury to self or others.

**Seclusion-** A procedure that isolates and confines a student in a designated separate room or area until he or she is no longer an imminent risk of harm to self or others. Seclusion shall be used only as a last resort when de-escalation and other positive behavioral support attempts have failed and the student continues to pose an imminent risk of harm to self or others. Seclusions shall not be used as a routine school safety, discipline, or intervention mention or to address behaviors such as general non-compliance, self-stimulation, academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others. School employees shall respond to such behaviors with less strenuous and less restrictive techniques, such as those included in a school's or student's crisis intervention plan or a student's Individualized Education Program or Behavioral Intervention Plan.

**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 safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he/she is no longer at risk of imminent harm to self or others. A seclusion room shall:

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

- Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.
- Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

**Sensory room-** A room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a "calming room", "calming space", "comfort room", "comfort space", sensory space", "timeout room", or "timeout space". The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others. *Note- "unlock" in this context means the student may voluntarily leave the room. It does not refer to building security protocols such as keeping classroom doors locked in accordance with Safe School procedures.*

**Mechanical restraint-** The application of any device or object used to limit a person's movement. Mechanical restraint does NOT include:

1. 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; and
2. Any devised used by a duly licensed law enforcement officer in the execution of his/her official duties.

**Physical restraint**- the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body. Physical restraint does NOT include:

1. Consensual, solicited, or unintentional contact.
2. Momentary blocking of a student's action if the student's action is likely to result in harm to the student or other person.
3. A school employee holding a student for less than three consecutive minutes within any given hour for the protection of the student or others.
4. A school employee holding a student 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.
5. Minimal physical contact for the purpose of safely escorting a student from one area to another.

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

**Positive behavioral 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.

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

**School health designee**- a school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such measure is used.

**Written guidelines and procedures**- the written guidelines and procedures adopted by the School Board regarding appropriate responses to student behavior which may require intervention.

# Appendix D:
# Act 479 of the 2025 Louisiana Legislature

# Link to Act 479 of 2025 Legislature

https://www.legis.la.gov/legis/ViewDocument.aspx?d=1427665