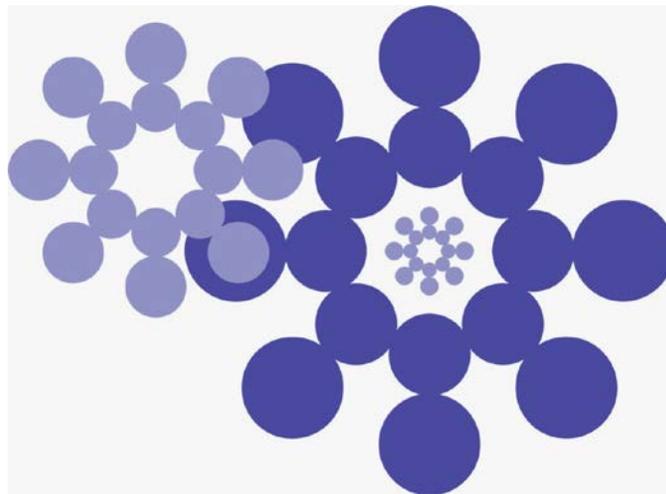


Seclusion/Restraint Procedures
Under
Louisiana Revised Statutes 17:416.21
(Act 328 of 2011)



MADISON PARISH SCHOOL DISTRICT

November 2012

INTRODUCTION

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and restraint in the Madison Parish School District pending issuance of regulations and/or formal guidance by the Board of Elementary and Secondary Education, Louisiana Department of Education (LDE).

These procedures specifically address the statutory requirements of La.R.S. 17:416.21 (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. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies used by the school district and its personnel in addressing the educational needs of students with exceptionalities pending formal guidance from the LDE.

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DEFINITIONS

CRISIS INTERVENTION-Training provided to selected staff members which addresses how to deal with aggressive, violent or out of control behavioral crises. It includes specific techniques for physical restraint and seclusion, the curriculum meets any state standards for such training and it results in certification of the individuals who completes the training.

DE-ESCALATION-Causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.

EMERGENCY – A sudden, generally unexpected set of circumstances that requires immediate action the risk for injury to someone.

FUNCTIONAL BEHAVIORAL ASSESSMENT-(FBA)-An ongoing process of gathering information that can be used to hypothesize about the function of student behavior. The analysis provides the information necessary to develop a behavior intervention plan.

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.

PARENT OR GUARDIAN—The student’s parent, legal guardian, surrogate parent or student over the age of 18.

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 – 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.

STUDENT WITH EXCEPTIONALITY: including a student with a disability, is any student who is evaluated according to state and federal regulation or policy and is deemed to have a intellectual disability, hearing impairment (including deafness), multiple disabilities, speech or language impairment, visual impairment (including blindness) emotional disturbance, orthopedic impairment, autism, or as deemed to be gifted or talented, and as a result requires special education and related services. A student with an exceptionality may include, as determined by the local education agency (LEA), a student experiencing developmental delay ages three through eight.

SUBSTANTIAL RISK OF INJURY – Behavior which has both the intent and available means to cause serious physical harm to self or others.

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.

WRITTEN GUIDELINES AND PROCEDURES -- The written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to school behavior that may require immediate intervention.

Reporting Requirements

Notification requirements for school officials and parents/legal guardians

A district whose policies on the maintenance of discipline include the use of physical restraint or seclusion shall notify parents to this effect as part of the information distributed annually or upon enrollment pursuant. A school shall make reasonable efforts to notify the parent via telephone on the same day a restraint or seclusion procedure is used on the child. Within 24 hours after any use of physical restraint or seclusion, the school district serving the student shall also send written notice of the incident to the student's parent(s) or guardian. Such notification shall include the student's name, the date and time of the incident, a description of the intervention used a description of any injuries sustained and the name of a contact person with a telephone number to be called for further information.

Explanation of methods of physical restraint

A. Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others. The student is demonstrating the intent and the ability to cause injury within a matter of minutes.

B. Physical restraint should only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.

C. Physical restraint should only be employed by staff members who have received specific district approved crisis intervention training in the use of physical restraint procedures.

1. Other school personnel may employ physical restraint procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff should request assistance from trained staff as soon as possible.

2. A physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in the District approved crisis intervention training program.

D. Physical restraint should last only as long as is necessary for the student to regain behavioral stability, and the risk of injury has ended, usually a matter of minutes.

E. The degree of physical restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.

Training requirements relative to the use of restraint

The following list of school district personnel may be designated to receive training: (Supervisors, principals, assistant principals, guidance counselors, teachers, related service providers, nurses, behavior specialists, paraprofessionals, school bus drivers, bus attendants, substitute teachers, cafeteria workers, custodians, other school system personnel)

➤ **What training program will be used?**

District will determine a specific curriculum and method of providing training related to physical restraint or seclusion that will meet any applicable state standards.

➤ **What will the training include?**

District will provide all staff members with basic training about conflict de-escalation procedures, the dangers of restraint and seclusion, and procedures for contacting fully trained and certified staff when behavioral crises occur.

Staff will be required to participate in continuing education regarding the selected training program. How often? (Annually is recommended). This training will be recurrent and will be provided to new staff during orientation.

➤ **Who will maintain documentation of training?**

The Supervisor/designee will maintain documentation of trainings.

Dissemination of guidelines and procedures to all *school employees*

These procedures will be transmitted to all school employees (defined under La.R.S. 17:416.21 as teachers, paraprofessionals, administrators, support staff, and related services providers).

Dissemination of guidelines and procedures to every parent of a child with an exceptionality

This information is required to be provided to each child with an exceptionality (students with disabilities identified under Bulletin 1508/1706, including those identified as gifted and/or talented). The information may be included in your annual notifications, including dissemination via the Student Rights and Responsibilities Handbook and online/web postings.

Notification to the Louisiana Department of Education

The Supervisor/designee will be responsible for forwarding the information to the LDE and the manner in which the information will be communicated. Email and/or facsimile provide verification of receipt and we would recommend that any means used provide needed documentation that such notification was sent to the LDE in a timely manner.

SECLUSION

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”. (OCR --- FL) The term does not include in-school suspension or student requested breaks.

Seclusion is permitted only:

- **For behaviors that involve an imminent risk of harm.**
- **As a LAST resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.**
- **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.**

Seclusion is **prohibited**:

- 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).

SECLUSION ROOM

Seclusion Room is permitted only under the following conditions:

- As a LAST resort if and when less restrictive measures such a 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.
- If 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.

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

Seclusion Room 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).

PHYSICAL RESTRAINT

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.
- 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.

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 15 minutes (with adjustments made accordingly).**
- Student is released/removed as soon as the reasons for the action have subsided.
- **Parent or guardian notified as soon as possible.**
- **Parent or guardian notified in writing within 24 hours of EACH incident of seclusion/restraint.**
 - Reason for seclusion/restraint
 - Description of procedures used
 - Length of time of seclusion/restraint
 - Names and titles of school employees involved.
- **Director/Supervisor of Special Education notified any time student is placed in seclusion/restraint.**
- **School employee who used seclusion/restraint shall complete Form A for each incident of restraint and seclusion.**

- School employee shall submit Form A to the School Principal not later than the school day immediately following the day of the seclusion/restraint.
- School employee shall submit copy of Form A to student's parent or guardian.
- When a student is involved in 5 incidents 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.
- Review documentation at least once every 3 weeks for students secluded and restrained and whose challenge behavior continues or escalates.

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

SECLUSION AND RESTRAINT PROCEDURES

I. Dissemination of Policy, Procedures, and LDE Guidance

By January 31, 2012 and annually thereafter, each school Principal shall make available to school personnel and the parents/guardians/students of majority age, copies of Louisiana Act 328 of 2011, LDE Guidance, and local policies 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 such regulations, guidance, policies and procedures on the website of the Madison Parish School District. Such restraint and seclusion notification shall also be referenced and/or included in the annual notice of student rights and responsibilities provided to the parents/guardians/students of majority age.

II. Use of Restraint and/or Seclusion By School Personnel

TIME OUT: School personnel may separate a student from other students for a limited duration as a behavior management technique, as long as the student is monitored at all times and is not substantially isolated from instructional activities. TIME OUT is not considered seclusion; however, TIME OUT periods must be documented to ensure that repetitive incidents of TIME OUT do not occur and to ensure that repetitive behaviors are addressed appropriately.

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: 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 more fully described below:

- The person is in control of a weapon;
- 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.

➤ **Seclusion SHALL BE:**

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

➤ **Seclusion SHALL NOT be used:**

- As the sole means of behavioral intervention and support for any student with a disability
- 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 providers in a written statement provided to the school in which the student is enrolled); or
- After the substantial risk of injury no longer exists.

➤ **Monitoring:**

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.

SECLUSION ROOM:

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. 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.

➤ ENVIRONMENTAL AND OTHER CONDITIONS:

When a seclusion room is necessary as a last resort (after less restrictive measures have been used such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of the student's environment), the following environmental and other conditions are **REQUIRED:**

- The student must be supervised by a school employee;
- The supervising employee must be able to see and hear the student the entire time the student is confined to the seclusion room;

- The seclusion room must be free of any object that poses a potential danger to the student while in the room;
- The seclusion room must have an observation window of a size appropriate to the student's size, behavior, and chronological and developmental age;
- The seclusion room must have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school;
- The seclusion room must NOT be used as a form of discipline or punishment or to threaten or bully the student or to obtain behavioral compliance;
- The seclusion room must NOT be used for the convenience of school personnel or when unreasonable, unsafe, or unwarranted;
- The seclusion room IS NOT PERMITTED for use by a student has a known medical or psychological condition that precludes its use(as certified by a licensed health care provider in a written statement provided to the school).

DOCUMENTATION:

- All incidents of seclusion and use of a seclusion room must be documented on the Seclusion Incident Report Form.
- A copy of the procedures governing the use of seclusion/seclusion rooms should be provided to the parent(s) student of majority age at each student's annual IEP review meeting. A statement can be added to the IEP document indicating that the parent was provided a

copy of the school district's restraint/seclusion procedures.

INCIDENT REPORTING:

Reporting the use of seclusion and/or restraint **MUST** be made to **SPECIFIED** individuals within the timelines indicated in these procedures and recorded on the Seclusion Incident Reporting Form.

Seclusion/Seclusion Room Incident Reporting 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; 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.

**SECLUSION/RESTRAINT
INCIDENT REPORTING FORM**

Madison Parish School District

Date of Report: _____

Student Name: _____ Grade: _____

Exceptionality: _____

Date of Incident: _____ Time of Incident: _____

Duration of Seclusion/Restraint (or Beginning + Ending Times):

Start Time: _____ End Time: _____ Total Time: _____

Teacher/Staff Initiating Seclusion/Restraint:

Teacher(s)/Staff Monitoring/Supervising Seclusion/Restraint:

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

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

Other Possible Triggers:

Injuries: Yes No

Detailed Description:

Other Comments/Observations:

SECLUSION/RESTRAINT INCIDENT LOG

Madison Parish School District

Date: _____

Student: _____ Location: _____

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

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 Mins.		Start Time: End Time:									Total
1	2	3	4	5	6	7	8	9	10	11	12

Louisiana's Seclusion/Restraint Law

Bulletin 1706

§540. Definitions

A. As used in these Sections 541 through 543:

- 1. Imminent Risk of Harm- an immediate and impending threat of a person causing substantial injury to self or others;**
- 2. Mechanical Restraint**
 - a. the application of any device or object used to limit a person's movement;**
 - b. 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. Physical Restraint**
 - a. bodily force used to limit a person's movement;**
 - b. 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; or**
 - v. **minimal physical contact for the purpose of assisting the student in completing a task or response;**
- 4. 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;**
- 5. Seclusion-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;**
- 6. 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;**
- 7. School Employee-a teacher, paraprofessional, administrator, support staff member, or a provider of related services;**
- 8. 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.**

AUTHORITY NOTE: Promulgated in accordance with R.S.17:7(5)(b) and 17:416.21.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1006 (April 2012).

§541. Use of Seclusion

A. Seclusion shall be used only:

- 1. for behaviors that involve an imminent risk of harm;**

Subchapter C. Seclusion and Physical Restraint

§543. Restrictions on the Use of Seclusion or Physical Restraint

A. 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.

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

C. 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.

D. 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 15 minutes and adjustments made accordingly, based upon observations of the student's behavior.

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

F. 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 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.

- 1. The student's parent or other legal guardian shall also be notified in writing, within 24 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.

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

H. 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.

I. 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.

J. 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.

K. The governing authority of each public elementary and secondary school shall adopt written guidelines and procedures regarding:

1. reporting requirements and follow-up procedures;
2. notification requirements for school officials and a student's parent or other legal guardian; and
3. an explanation of the methods of physical restraint and the school employee training requirements relative to the use of restraint.

L. The guidelines and procedures shall be provided to all school employees and every parent of a child with an exceptionality.

M. 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.

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

AUTHORITY NOTE: Promulgated in accordance with R.S.17:7(5)(b) and 17:416.21.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1007 (April 2012), repromulgated LR 38:1225 (May 2012), amended LR 38:1404 (June 2012).