

# 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.