

**CALCASIEU PARISH SCHOOL BOARD**  
**Department of Special Services**



**Procedures and Guidelines for the Use of  
Crisis Intervention  
Including Seclusion & Physical Restraint  
For Students With and Without Disabilities**

**Crisis Intervention Including Seclusion & Physical Restraint**

**Administrative Procedures and Guidelines  
Revised November 2025**

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## Introduction

This document outlines approved procedures and guidance for the use, reporting, documentation and oversight of crisis intervention protocols, including the use of seclusion and restraint, by Calcasieu Parish School Board (CPSB or School Board) employees in accordance with La. R.S. 17:416.21, as amended, applicable regulations promulgated by the Louisiana Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE) guidance, and School Board policy.

These procedures specifically address school-based crisis intervention, including the use of seclusion and restraint as emergency measures to maintain a safe and secure educational environment for students, School Board personnel, and others in the educational environment. 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 CPSB and its personnel in addressing the educational needs of students with and without disabilities.

For the purposes of this document, applicable policies adopted by the School Board, administrative procedures implemented by school administrators and school employees (as defined herein), and guided forms may be utilized to assist school administrators and school employees in carrying out their responsibilities under applicable Louisiana laws, implementing regulations, and CPSB policies.

## Philosophy

The School Board believes that all students have a right to be educated in a safe and supportive learning environment and to be treated with dignity and respect. The safety and security of our students and staff are ever-present responsibilities in today's world, and the School Board takes these responsibilities seriously. When there is a need to manage challenging student behaviors in imminently dangerous situations in the school setting, the School Board recognizes that there must be a balance between practices that maintain a safe and effective learning environment and safeguarding the rights of students and staff members. It is the School Board's position that this balance should be reflected in responsive crisis intervention procedures and guidelines that emphasize the need to use the least restrictive interventions practicable when behaviors require special attention and the need to protect students from unreasonable use of seclusion or physical restraint. Mutual respect and dignity are fostered in the educational environment when procedures used to proactively manage student behavior emphasize prevention, positive interventions and supports, and effective and ethical approaches. This administrative document was developed with those guiding principles as primary considerations.

## Glossary of Terms

*Crisis intervention* means the implementation of an action plan by school personnel when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities. Crisis intervention may include 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 and, in extraordinary circumstances, may include the use of seclusion and physical restraint as a means to safely de-escalate a situation in which a student poses an imminent risk of harm to self or others. Information about a school's use of crisis intervention, including the proper use of seclusion and physical restraint, is available in the Student Handbook and made available to the parent and legal guardian of each student with an Individualized Education Program (IEP) or Behavioral Intervention Plan (BIP).

*Imminent risk of harm* means an immediate and impending threat of a person causing substantial physical injury to self or others.

*Mechanical restraint* means the application of any device or object used to limit a person's movement. Mechanical restraint does not include 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 any device used by a duly licensed law enforcement officer in the execution of his official duties.

*Physical restraint* means 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:

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

*Positive behavioral interventions and support* (PBIS) means a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior with the goal of improving social emotional competence, academic success, and school climate. PBIS provides a tiered framework for supporting the behavioral, academic, social, emotional, and mental health needs of all students, including students with disabilities. PBIS is designed to be implemented through daily practice and is not intended for use solely in behavioral emergencies.

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

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

Seclusion means a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others. Examples that do not constitute seclusion include students choosing to self-regulate by working independently or a behavioral strategy used for reinforcement as part of a behavior plan.

Seclusion room means 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 safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

The term "seclusion room" does not apply where a student has reasonably requested and been granted permission to temporarily relocate to a different/secluded location/space ("student-initiated cool down space) where school staff trained in non-violent crisis intervention are physically present with the student in an unlocked room, for the purpose of co-regulation.

Sensory room means 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 called 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).

Written guidelines and procedures means the written guidelines and procedures adopted by the School Board regarding appropriate responses to student behavior that may require immediate intervention.

**Not All Crisis Responses Are The Same**

**Crisis intervention plans** are plans developed to prevent and address inappropriate student behavior. Crisis intervention plans include positive behavior intervention and support (PBIS) plans which are proactive and include strategies to assist in reducing or preventing the likelihood of occurrence of challenging behaviors. Crisis or emergency response action plans are action plans that guide staff responses in supporting a student at specific times when the student is at imminent risk of harm to self or others. In accordance with La. R.S. 17:416.21, crisis intervention may include the use of positive behavioral supports, use of physical restraint in extraordinary circumstances involving imminent risk of harm to self or others, seclusion, and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize a student so he may return to the classroom or daily activities. Crisis intervention plans should be developed by the IEP Team, Section 504 Team, or other team of individuals knowledgeable about the student and the student's disability, if applicable, or the student's interfering behaviors. For some students, simple interventions may include environmental controls, such as reducing noise levels; for other students, more detailed plans may be needed to address problem behaviors. It is important to consider ways to help the student learn positive behavioral skills and other necessary coping skills that may assist the student in practicing positive behavior strategies across different school settings.

**Seclusion** is a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others. Seclusion of a student is a last resort when de-escalation and other positive behavioral interventions and support attempts have failed. Seclusion is not a teaching strategy and may not be used as a routine school safety, discipline, or intervention measure to address general noncompliance, self-stimulation, academic refusal or other disruptive behaviors that do not pose a risk of imminent harm to the student or others.

**Seclusion rooms** are confined rooms or other spaces where students are involuntarily placed on an individual basis for a limited time to allow a student the opportunity to regain control in a safe, secure, and supervised setting until the student is no longer at imminent risk of harm to self or others. Seclusion rooms must be designed in accordance with the safety requirements outlined in La. R.S. 17:416.21(A)(9).

**Sensory rooms** are unlocked rooms or spaces where positive behavioral interventions and supports are used to assist in calming or stabilizing a student who is exhibiting disruptive behavior. Sensory rooms may also be referred to as timeout rooms, calming or sensory spaces, or similar terms to describe an area where supportive assistance is provided to help a student manage sensory overload or regain emotional and behavioral control.

**Physical Restraint** is the use of a safety hold to restrict a student's freedom of movement when the student poses an imminent risk of harm to self or others. Physical restraint should only be used by individuals trained in approved crisis response procedures unless the urgency of the situation demands immediate action by other school personnel to save the student or others from imminent harm.

In all cases, the use of seclusion, a seclusion room, or physical restraint should be carefully considered and used only in accordance with the student's crisis intervention or crisis response action plans using the least restrictive means to assist the student in regaining behavioral control.

## Parameters

### 1. Seclusion

1.1 Seclusion shall be used only:

- (a) For student behaviors that involve an imminent risk of harm to self or others.
- (b) As a last resort when de-escalation and other positive behavioral interventions and support attempts have failed and the student continues to pose an imminent threat risk of harm to self or others.

1.2 Seclusion shall not be used as a routine school safety, discipline, or intervention measure or to address behaviors such as general noncompliance, self-stimulation, and 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. Such School employees shall respond to such behaviors shall be responded to with less stringent 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 (IEP) or Behavioral Intervention Plan (BIP).

## 2. Seclusion Room

A seclusion room shall be used only as a last resort if and when less restrictive crisis intervention 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 to self or others.

- 2.1 A student shall be placed in a seclusion room only 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 or she is in the seclusion room.
- 2.2 Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.
- 2.3 A seclusion room shall:
  - (a) Be free of any object that poses a danger to the student placed in the room.
  - (b) Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.
  - (c) Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.
- 2.4 Timeout is a behavioral support strategy that involves the staff-monitored separation of a student in an unlocked setting in accordance with a BIP for the purpose of assisting the student in de-escalating, regaining control, and preparing to meet expectations for returning to their educational program. Use of time-out (e.g., sensory room or space, calming room or space, comfort room, timeout space) shall not be considered seclusion or a seclusion room.

## 3. Physical Restraint

- 3.1 Physical restraint shall be used only:
  - (a) When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others.
  - (b) To the degree necessary to stop dangerous behavior.
  - (c) In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others.
  - (d) By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond. Minimum training requirements shall be specified in rules promulgated by BESE.
- 3.2 Physical restraint is never conducted in a manner that could cause harm to a student.
  - (a) Never restrict the breathing of the student.
  - (b) Never place the student in a prone position (i.e., on his stomach, face down).
  - (c) When the restrainer has less strength than the student, it may be necessary to obtain additional assistance to affect physical restraint in a safe manner. In such an instance, both staff members must be trained in a two-person hold techniques.

#### 4. Prohibited Practices

- 4.1 Any form of mechanical restraint (application of any device or object used to limit a person's movement, unless allowed by State law)
- 4.2 Physical restraint shall not be applied in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
- 4.3 Physical restraint shall not be applied in a manner that is disproportionate to the circumstances and to the student's size, age, and severity of behavior.
- 4.4 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.
- 4.5 No school employee shall seclude or physically restrain a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed health care pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

#### 5. Personnel Permitted to Engage in Use of Emergency Restraint

- 5.1 Only school personnel who are trained in non-violent crisis intervention and have received specific safety restraint training are authorized to utilize physical restraint. An exception applies in emergency situations in which there is insufficient time to have trained personnel respond.

The School Board will provide designated individuals the opportunity for training in positive behavioral support interventions and de-escalation, as well as training in the safe use of physical restraint in emergency situations. Minimum training requirements established by BESE will form the basis for training opportunities.

### **Procedures for Emergency Use of Seclusion & Physical Restraint**

6. School Board-approved methods for the use of physical restraint and seclusion in the school setting must be followed. Physical restraint and seclusion are not teaching procedures and should NOT be administered as punishment or to address behaviors that are not dangerous or for non-emergency reasons, such as non-compliance, disrespect, disobedience, loud talking, cursing, or classroom disruption.

#### 6.1 Authorized Methods of Physical Restraint

##### **CRISIS PREVENTION INSTITUTE (CPI)– NONVIOLENT CRISIS INTERVENTION (NCI)**

#### 6.2 Physical Restraint Procedures

- (a) Physical restraint shall occur only in accordance with the School Board's approved training protocols;
- (b) In a controlled and unemotional manner in accordance with approved training protocols or the student's IEP, BIP, or individual Safety Plan;

- (c) With the least amount of force necessary to protect the student and the restrainer;
- (d) Under continuous monitoring for the duration of the restraint;
- (e) With the least amount of disturbance to the rest of the student body;
- (f) In the presence of another adult when possible.
- (g) A school employee shall release a student from physical restraint as soon as the reasons justifying such action have subsided.
- (h) A school nurse or school health designee with a witness shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress following a restraint.

### 6.3 Seclusion Procedures

**All procedures listed above for physical restraint are to be followed for seclusion---in addition to the following:**

A room can only be used for seclusion if:

- (a) It is deemed safe by the Administrative Director of Special Education
- (b) It has a window; and,
- (c) It is kept for the exclusive use of the student requiring it.
- (d) An adult trained by District staff visually observes the student and is present for the entire time they are secluded.
- (e) School personnel can communicate with the student in their primary language/ mode of communication and are available at all times.

### 6.4 Documentation Requirements

Documentation is required for **every** instance of seclusion and restraint:

- 6.4.1 Name, age, grade, and gender of student
- 6.4.2 Date, time and location of incident
- 6.4.3 Duration of incident
- 6.4.4 Names and titles of all school employees involved or witnessing the incident

- 6.4.5 A description of the events requiring the use of seclusion or physical restraint,

including a description of the procedures and types of restraint used, any actions taken to de-escalate the situation, and the student's behavior that suggests the student posed an imminent risk of harm to self or others (direct quotes are advisable)

- 6.4.6 A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion or physical restraint.
- 6.4.7 A description of the staff's actions taken immediately following the student's release from seclusion or physical restraint, including actions to notify the student's parent or legal guardian.
- 6.4.8 A description of the student's actions immediately following the student's release from seclusion or restraint.
- 6.4.9 Documentation by the school principal or his designee and the director or supervisor of special education following review of video and audio footage, if available, to verify policies and proper techniques were followed during the incident.
- 6.4.10 Prior written notice to the parent/guardian of an IEP Team meeting if a student is involved in three (3) incidents in a school year involving the use of seclusion or physical restraint as a result of posing an imminent risk of harm to self or others. At such meeting, the IEP Team shall review and revise the student's BIP, including any crisis intervention plans, 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, the director or supervisor of special education or his designee shall review the student's plans at least once every three weeks.
- 6.4.11 Documentation and reports of incidents of seclusion and restraint, including specific data elements, to the LDE as required.

## **6.5 Communication/Notification after Each Occurrence of Physical Restraint or Seclusion**

(See attached Form SR-B Seclusion & Restraint Notification Checklist. School personnel are encouraged to maintain the Form SR-B Seclusion & Restraint Notification Checklist in a readily accessible location for ease of reference following an incident of seclusion or restraint)

After a student being physically restrained or secluded:

**ASAP or w/in 1 Hour of Release of Student--End of School Day Deadline**

1. The restrainer must notify the principal or designee of the incident as soon as possible (ASAP) or within one (1) hour after releasing the student; or by the end of the same school day, whichever occurs first.
2. The school nurse or school health designee with a witness must check the student to look for and document any signs of injury or distress ASAP or within one (1) hour after release of the student; or by the end of the same school day, whichever occurs first. The school nurse or school health designee must record findings, and report findings to school principal or designee within one (1) hour or by the end of the same school day, whichever occurs first.
3. The principal or designee must notify the special education director/supervisor of the incident ASAP or within one (1) hour after releasing the student; or by the end of the same school day, whichever occurs first.
4. The principal, or designee, and/or the restrainer/secluder must make good faith efforts to verbally contact a parent or guardian of the student who has been physically restrained or secluded as soon as reasonable or within an hour after release of the student; or by the end of the same school day, whichever comes first. Should efforts to make direct verbal contact with the parent prove to be unsuccessful, attempts must be made to contact the parent through other means, including voicemail, text-messaging, e-mail, in person, or other approved methods.

Parents will be verbally advised that a written Restraint/Seclusion incident report will be provided within two (2) days after details from all staff involved have been gathered and recorded. Parents will be advised of the student's health status following a focused examination by the school nurse or school health designee.

**By End of NEXT SCHOOL DAY After Incident**

1. The restrainer must complete and submit the School Board's RS incident report form (Form SR-A) to the principal by the end of the next school day after the incident. The form will include the student's name, age, grade, gender, race, and disability; date, time, location, and duration of restraint; names and titles of employees involved and witnesses; a description of the events requiring restraint; types of restraint used; actions taken to de-escalate the situation; a description of the behavior that suggested imminent risk of harm to the student or others; a description of any injuries, marks, or medical attention needed; and actions taken following the student's release from restraint, including parental notice.
2. The principal or designee and special education director or special education supervisor will review available video recordings to confirm that School Board policies and procedures were followed.
3. The principal or designee must submit a copy of the completed Seclusion/Restraint incident report (Form SR-A) to the parent/guardian by the end of the next school day.

### 3 or MORE INCIDENTS OF Seclusion or Physical Restraint

4. If a student is involved in three (3) instances of physical restraint or seclusion in a school year, the special education teacher shall be directed by the special education director/supervisor to send written notice to the parents/guardian proposing an IEP Team meeting to consider reviewing and/or revising the student's behavior intervention plan/crisis intervention plan to include any appropriate and necessary behavioral supports.
5. In the event the student's challenging behavior continues or escalates requiring repeated use of physical restraint or seclusion, the special education director/supervisor must review the student's IEP and BIP at least once every three (3) weeks.
6. School Board personnel may also engage in internal debriefing and planning following incidents of physical restraint or seclusion, including consideration of additional proactive and/or prevention strategies and supports. Information regarding available community resources may be shared with the student's parents/guardians when appropriate.

#### 7. Post-Incident Debriefing

Within a reasonable period of time, school administrators and other relevant staff will meet to review the facts surrounding the incident, provide input regarding possible related factors, and determine appropriate next steps.

#### 8. Training

As training opportunities become available, teachers and other personnel who are likely to make a decision as to whether to physically restrain or seclude a student or to be involved in responding to an emergency situation that may involve physical restraint or seclusion should complete crisis intervention training on de-escalation and the appropriate use of effective alternatives to physical restraint and seclusion, and in cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion. At least one on-campus administrator should also complete crisis intervention training. The School Board will review the status of currently trained personnel and create a plan for obtaining training for additional personnel. **Staff members trained in the Non-Violent Crisis Intervention (NCI) to use holds must be refreshed annually. Documentation of trained personnel will be maintained at the district level.**

8.1 Training in crisis intervention may include, but is not limited to:

- (a) Evidence-based skills training related to positive behavioral interventions and supports, safe physical escort, crisis prevention, understanding antecedents, de-escalation strategies, and conflict management.
- (b) Evidence-based techniques shown to be effective in the prevention of physical restraint and seclusion, including techniques to identify events and environmental factors that may trigger emergency safety situations.
- (c) Evidence-based techniques shown to be effective in keeping both school personnel and students safe when use of physical restraint or seclusion is necessary.

- (d) Techniques to identify dangerous behaviors, as well as methods for evaluating the risk of harm to determine whether the use of physical restraint or seclusion is warranted.
- (e) The risk of using physical restraint or seclusion in consideration of a student's known and unknown psychiatric, medical, and physical limitations.
- (f) First aid and cardiopulmonary resuscitation (CPR).
- (g) The requirements of School Board policy and the crisis intervention procedures to be followed in cases of emergency need, including physical restraint and seclusion.

## **9. Cameras in Certain Special Education Classrooms**

(See School Board Procedures for Cameras in Certain Special Education Classrooms for additional details.)

- 9.1 In accordance with La. R.S. 17:1948, as amended, a camera must be installed in each self-contained classroom or other special education setting in which a majority of students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least fifty percent of the instructional day. The term "classroom" under these procedures does not mean classrooms or other special education settings where the only students with exceptionalities receiving special education and related services are those who have been determined gifted or talented and have not been identified as also having a disability.
- 9.2 School administrators will periodically verify that classroom cameras are operational.
- 9.3 School administrators will provide notice to parents of students in affected classrooms, using normal school communication channels, in the event a camera is out of operation for more than two consecutive school days.

## **10. Annual Notices/Activities**

- The Principal will provide parents/guardians written notice of the prohibition on use of seclusion or restraint if a student has a medical or psychological condition that precludes such use as certified in a written statement by a licensed pediatrician, neurologist, or mental health provider.
- Written notice regarding a medical prohibition on use of seclusion or restraint will be attached to the IEP meeting notice or provided at the IEP meeting with documentation of receipt of same.
- School Board Seclusion/Restraint Guidelines and Procedures will be posted on the district website.
- School Board Seclusion/Restraint Guidelines and Procedures will be submitted to the district's Special Education Advisory Council (SEAC). SEAC will be provided an annual report that includes but is not limited to the number of designated seclusion rooms as defined in these procedures.
- Incidents of seclusion and restraint will be reported to the LDE in accordance with BESE policy.

## PRACTICE REMINDERS

### DOCUMENTATION:

- All incidents of restraint, seclusion, and use of a seclusion room must be documented on the Seclusion/Restraint Incident Report Form. (Form SR-A).
- A copy of the procedures governing the use of seclusion/seclusion rooms must be posted on the School Board's website and provided to the parent(s) or 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/majority age student was provided a copy of the school district's restraint/seclusion procedures.
- Evidence of successful completion of crisis intervention training (and any required retraining or recertification) received by designated teachers and staff should be maintained by the Special Education Director/Supervisor or Superintendent's designee.

### INCIDENT REPORTING AND ANALYSIS:

- Reporting of the use of seclusion and/or restraint MUST be provided to SPECIFIED individuals within the timelines indicated in these procedures and recorded on Seclusion/Restraint Report Form SR-A. See reporting timelines and related details on the Seclusion & Restraint Notification Checklist. (Form SR-B).
- A post-restraint school health checklist will be completed by the school nurse or school health designee. (See [Nurse/School Health Designee Checklist](#))
- Restraint/Seclusion/Seclusion Room incident reporting data must be analyzed at least annually and reported to the LDE as required. Data should track the number of incidents of seclusion/restraint by student, staff, and type of incidents; description and number of injuries sustained by student and/or staff and others and the nature of any such injuries; and other factors such as precipitating events and other observable factors.
- These procedures should be reviewed and revised as necessary to ensure compliance

## References

with Louisiana law, BESE regulations, and School Board policy.

Council for Children with Behavioral Disorders. (2020). *CCBD's Position Summary on the Use of Physical Restraint Procedures in Educational Settings*. Arlington, VA

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Louisiana Department of Education (2024). *Seclusion, Restraint, And Abuse/Mistreatment Of Children With Disabilities In Public Schools* (Performance Audit Services).

New York State Center for School Health. *Post Incident School Health Assessment Form* (2017).

U.S. Department of Education (2012). *Restraint and seclusion: Resource Document*.

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