



Written Guidelines and Procedures

Seclusion and Physical Restraint

2026–2027 School Year | Grades 9–12

Legal Authority: These written guidelines and procedures are adopted pursuant to R.S. 17:416.21(M)(2)(a), as amended by Act 479 of the 2025 Regular Legislative Session (effective August 1, 2025 / February 1, 2026), and Louisiana BESE Bulletin 1706. This document must be distributed to all school employees, to every parent or legal guardian of a student with an exceptionality, and posted on the school's website. (R.S. 17:416.21(M)(2)(a))

CHAPTER 1 — LEGAL BASIS AND POLICY STATEMENT

1. Legal Authority

These Written Guidelines and Procedures Regarding Seclusion and Physical Restraint are adopted by the governing authority of Louisiana Academy of Production (LAAP) pursuant to the following legal authorities:

- R.S. 17:416.21 — Behavior of students with exceptionalities; use of seclusion and physical restraint, as amended by Act 479 of the 2025 Regular Legislative Session (H.B. 684), effective August 1, 2025 (most provisions) and February 1, 2026 (camera requirements).
- Louisiana BESE Bulletin 1706 — Regulations for Implementation of the Children with Exceptionalities Act, as revised December 2025.
- R.S. 17:3996(B)(29) — Which makes R.S. 17:416.21 applicable to all BESE-authorized charter schools.
- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq., and applicable federal guidance on the use of seclusion and restraint in schools.
- Louisiana Children with Exceptionalities Act, La. R.S. 17:1941 et seq.

Reference: R.S. 17:416.21 (Act 479, 2025); BESE Bulletin 1706; R.S. 17:3996(B)(29); IDEA.

2. Policy Statement

Louisiana Academy of Production is committed to maintaining a safe, supportive, and respectful learning environment for all students and staff. The safety, dignity, and well-being of every student are paramount. The school believes that the most effective responses to challenging behavior are proactive, positive, and preventative.

Seclusion and physical restraint are emergency safety measures of last resort. They are not routine interventions, disciplinary tools, or behavioral management strategies. Their use is restricted to situations in which a student poses an imminent risk of physical harm to self or others, all less



restrictive interventions have failed, and there is no safe alternative available at that moment.

The school's primary approach to student behavior is grounded in Positive Behavioral Interventions and Support (PBIS), crisis intervention planning, and individualized behavioral support. The use of seclusion and physical restraint shall be the exception, not the rule — and shall always be followed by a thorough review, documentation, and, when required, revision of the student's behavioral support plan.

3. Scope

These guidelines and procedures apply to:

- All school employees of Louisiana Academy of Production, including teachers, paraprofessionals, administrators, support staff, and providers of related services;
- All students enrolled at Louisiana Academy of Production, including students with and without exceptionalities;
- All school settings, including classrooms, production studios, hallways, cafeterias, gymnasiums, school buses, and any other setting where school employees supervise students; and
- Any contractor or agency staff working in the school under the school's supervision.

All Students: While R.S. 17:416.21 specifically governs students with exceptionalities, Louisiana Academy of Production applies these guidelines to all students as a matter of school policy, consistent with best practice and equitable treatment.

CHAPTER 2 — DEFINITIONS

4. Key Definitions

The following definitions are taken directly from R.S. 17:416.21(A) as amended by Act 479 of 2025 and govern the interpretation of all provisions of these guidelines:

Term	Definition
Crisis Intervention	The implementation of an action plan for school personnel when a student exhibits disruptive behaviors that prevent participation in classroom or daily activities. May include positive behavioral supports, sensory rooms, or other calming spaces, and — in extraordinary circumstances only — seclusion or physical restraint as a last resort. (R.S. 17:416.21(A)(1))
Imminent Risk of Harm	An immediate and impending threat of a person causing substantial physical injury to self or others. (R.S. 17:416.21(A)(2))



Term	Definition
Mechanical Restraint	The application of any device or object used to limit a person's movement. Prohibited in all circumstances except therapeutic or stabilizing devices used under licensed healthcare provider orders, or devices used by law enforcement officers in the execution of official duties. (R.S. 17:416.21(A)(3))
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: consensual/solicited/unintentional contact; momentary blocking of a student's action to prevent harm; a school employee holding a student for less than three consecutive minutes within any given hour for protection; holding to calm or comfort a student (where freedom of movement is not restricted); minimal contact to safely escort a student; or minimal contact to assist a student in completing a task. (R.S. 17:416.21(A)(4))
Positive Behavioral Interventions and Support (PBIS)	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. (R.S. 17:416.21(A)(5))
School Employee	A teacher, paraprofessional, administrator, support staff member, or a provider of related services. (R.S. 17:416.21(A)(6))
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 campus at the time such a measure is used. (R.S. 17:416.21(A)(7))
Seclusion	A procedure that isolates and confines a student in a designated separate room or area until the student is no longer an imminent risk of harm to self or others. (R.S. 17:416.21(A)(8))
Seclusion Room	A room or 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 no longer at imminent risk of harm to self or others. Must meet specific physical requirements under law. (R.S. 17:416.21(A)(9))
Sensory Room	A room or space 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 calm or stabilize a student. Also referred to as a calming room, comfort room, timeout room, or timeout space. Proper use of sensory rooms is NOT seclusion. (R.S. 17:416.21(A)(10))
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. (R.S. 17:416.21(A)(11))



Reference: R.S. 17:416.21(A)(1)–(11), as amended by Act 479 (2025).

CHAPTER 3 — CRISIS INTERVENTION FRAMEWORK

5. Positive Behavioral Interventions and Support (PBIS)

Louisiana Academy of Production’s primary framework for addressing student behavior is Positive Behavioral Interventions and Support (PBIS) — a systematic, data-driven approach that embeds evidence-based practices to improve school climate and prevent behavioral crises. The school invests in proactive strategies so that emergency measures are rarely, if ever, necessary.

- All staff receive annual training in de-escalation techniques, PBIS principles, and the school’s crisis intervention plan.
- Students with known behavioral challenges are supported through individualized Behavioral Intervention Plans (BIPs) developed by the student’s IEP team, which include specific proactive strategies, antecedent modifications, and de-escalation protocols.
- The school maintains sensory rooms and other calming spaces as constructive alternatives to seclusion for students who need a structured environment to regain regulation.

6. Crisis Intervention Plans

Pursuant to R.S. 17:416.21(A)(1)(b), information about the school’s use of crisis intervention — including the proper use of seclusion and physical restraint — is included in the school’s student handbook and made available to the parent or legal guardian of each student with an Individualized Education Program (IEP) or Behavioral Intervention Plan (BIP).

Individual crisis intervention plans are developed for students with a history of behavioral crises and are incorporated into the student’s IEP or BIP. A crisis intervention plan describes:

- The specific behaviors that may require a crisis response;
- Antecedents and triggers to be avoided or addressed proactively;
- De-escalation strategies to be attempted first, in sequence;
- Sensory room or calming space protocols available to the student;
- The circumstances under which seclusion or physical restraint would be a last resort; and
- Post-incident procedures and notification requirements.

7. Sensory Rooms and Calming Spaces

Louisiana Academy of Production recognizes the distinction between sensory rooms / calming spaces and seclusion rooms. Sensory rooms are unlocked spaces used proactively to help students regulate and de-escalate. Their use is affirmatively encouraged as an alternative to more restrictive



measures.

- Sensory rooms are always unlocked. A student may not be involuntarily confined in a sensory room.
- Students may voluntarily use sensory rooms as part of their crisis intervention plan or BIP.
- A school employee must monitor any student in a sensory room.
- Use of a sensory room is documented as a de-escalation measure, not as seclusion.
- Sensory rooms shall be stocked with appropriate sensory tools and calming materials as determined by the school's special education team.

Reference: R.S. 17:416.21(A)(1), (A)(10); BESE Bulletin 1706.

CHAPTER 4 — SECLUSION: STANDARDS AND PROCEDURES

8. When Seclusion May Be Used

Consistent with R.S. 17:416.21(B), seclusion may be used only when ALL of the following conditions are met:

1. The student's behavior involves an imminent risk of physical harm to self or others (not merely disruptive behavior).
2. Seclusion is a last resort — all de-escalation techniques, PBIS strategies, and other positive behavioral interventions have been attempted and have failed.
3. The student continues to pose an imminent risk of harm despite those interventions.
4. Seclusion is implemented by a school employee who has completed the required crisis intervention training.

PROHIBITED: Seclusion shall NOT be used as a routine school safety measure, disciplinary consequence, intervention for non-compliance, response to self-stimulatory behavior, response to academic refusal, or for any behavior that does not present an imminent risk of physical harm to self or others. (R.S. 17:416.21(B)(2))

PROHIBITED: Seclusion shall NOT be used as a form of discipline, punishment, threat, bullying tactic, or means of obtaining behavioral compliance. Seclusion shall NOT be used for the convenience of school personnel. (R.S. 17:416.21(D))

9. Seclusion Room Requirements

If a seclusion room is used, the room must comply with all of the following requirements under R.S. 17:416.21(A)(9) and (B)(4):

- 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 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;
- 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 in the seclusion room.

Camera Requirement (Effective February 1, 2026): Act 479 (2025) requires the installation of cameras in special education classroom settings where seclusion or restraint may occur. The school will comply with all camera installation requirements by the effective date and will maintain video footage consistent with applicable retention requirements. (Act 479, 2025; R.S. 17:1944.1)

10. Seclusion Procedures Step by Step

When seclusion is used, school employees shall follow the procedures below in order:

1. Attempt all de-escalation strategies in the student's crisis intervention plan or BIP first.
2. If the student continues to pose imminent risk of harm, the trained school employee may initiate seclusion using accepted methods of escorting the student to the seclusion room.
3. Place the student in the seclusion room and ensure the room meets all physical requirements under R.S. 17:416.21(A)(9).
4. Monitor the student continuously for the entire duration of seclusion. Monitoring must be documented at least every fifteen minutes and adjustments made based on observations of the student's behavior. (R.S. 17:416.21(G))
5. Release the student from seclusion as soon as the reasons justifying seclusion have subsided. The student shall not remain in seclusion longer than necessary. (R.S. 17:416.21(H))
6. Immediately upon the student's release: (a) Notify the school principal and director or supervisor of special education electronically within one hour of release or by end of the same school day, whichever occurs first. (b) Notify the parent or legal guardian by phone as soon as practicable but no later than the end of the same school day. (R.S. 17:416.21(I))
7. The school nurse or school health designee shall visit the student as soon as possible, but no later than end of the same school day, to assess and document any signs of injury or distress.
8. Complete the Incident Report Form (see Section 16) by the end of the next school day following the incident.

Reference: R.S. 17:416.21(B)(3), (G), (H), (I); BESE Bulletin 1706.

CHAPTER 5 — PHYSICAL RESTRAINT: STANDARDS AND PROCEDURES



11. When Physical Restraint May Be Used

Consistent with R.S. 17:416.21(C), physical restraint may be used only when ALL of the following conditions are met:

1. The student's behavior presents an imminent risk of physical harm to self or others.
2. Physical restraint is used only as a last resort to protect the safety of the student or others.
3. Physical restraint is used only to the degree necessary to stop the dangerous behavior.
4. Physical restraint is applied in a manner that: (a) causes no physical injury to the student; (b) results in the least possible discomfort; and (c) does not interfere in any way with the student's breathing or ability to communicate with others.
5. Physical restraint is applied by trained personnel. In emergency situations where there is insufficient time to have trained personnel respond, an untrained employee may intervene only to the minimum extent necessary to prevent imminent injury.

PROHIBITED: Mechanical restraint (any device or object used to limit movement) is STRICTLY PROHIBITED in all circumstances. No exceptions. (R.S. 17:416.21(C)(2)(a))

PROHIBITED: Physical restraint that places excessive pressure on a student's chest or back or that causes asphyxia is STRICTLY PROHIBITED. (R.S. 17:416.21(C)(2)(b))

PROHIBITED: Physical restraint in a manner that is disproportionate to the circumstances or to the student's size, age, and severity of behavior is STRICTLY PROHIBITED. (R.S. 17:416.21(C)(2)(c))

PROHIBITED: Physical restraint shall NOT be used as a form of discipline, punishment, threat, or for the convenience of school personnel. (R.S. 17:416.21(D))

12. What Does NOT Constitute Physical Restraint

Consistent with R.S. 17:416.21(A)(4)(b), the following actions do not constitute physical restraint under this policy:

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



13. Physical Restraint Procedures Step by Step

1. Attempt all de-escalation strategies in the student's crisis intervention plan or BIP first.
2. If the student continues to pose imminent risk of harm and physical restraint is the only safe remaining option, the trained school employee may apply physical restraint using only approved manual restraint techniques learned in crisis intervention training.
3. Apply restraint only to the minimum extent necessary, using the least restrictive approved technique, and with no pressure on the chest or back.
4. Monitor the student continuously throughout the restraint. A second school employee should be present if possible to monitor the student's breathing, communication, and physical condition.
5. Release the student from restraint as soon as the reasons justifying restraint have subsided. (R.S. 17:416.21(H))
6. Immediately upon release: (a) Notify the school principal and director or supervisor of special education electronically within one hour of release or by end of the school day. (b) Notify the parent or legal guardian by phone as soon as practicable but no later than the end of the same school day. (R.S. 17:416.21(I))
7. The school nurse or school health designee shall assess the student as soon as possible but no later than end of the same school day, and document any signs of injury or distress.
8. Complete the Incident Report Form (Section 16) by the end of the next school day.

Reference: R.S. 17:416.21(C), (D), (G), (H), (I); BESE Bulletin 1706.

CHAPTER 6 — PROHIBITED PRACTICES

14. Absolute Prohibitions

The following practices are absolutely prohibited at Louisiana Academy of Production under any circumstances, consistent with R.S. 17:416.21 as amended by Act 479 (2025) and BESE Bulletin 1706:

PROHIBITED: Any form of mechanical restraint — no device or object may be used to limit a student's movement.

PROHIBITED: Any physical restraint that places excessive pressure on a student's chest or back or that causes asphyxia.

PROHIBITED: Any physical restraint that is disproportionate to the circumstances or to the student's size, age, and behavioral severity.

PROHIBITED: Using seclusion or physical restraint as a form of discipline, punishment, threat, or tool of behavioral compliance.



PROHIBITED: Using seclusion or physical restraint to control, bully, or intimidate a student.

PROHIBITED: Using seclusion or physical restraint for the convenience of school personnel.

PROHIBITED: Seclusion or physical restraint of a student known to have a medical or psychological condition certified by a licensed pediatrician, neurologist, or mental health provider that precludes such action.

PROHIBITED: Placing more than one student in a seclusion room at any given time.

PROHIBITED: Leaving a student in seclusion or physical restraint unmonitored at any time.

PROHIBITED: Unreasonable, unsafe, or unwarranted use of seclusion or physical restraint of any kind. (R.S. 17:416.21(E))

15. Medical and Psychological Contraindications

Pursuant to R.S. 17:416.21(F)(1), no school employee shall seclude or physically restrain a student who is known to have a medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school.

- Each principal or designee shall notify the parent or legal guardian of a student with an IEP annually of this prohibition and shall incorporate such notification into the student's IEP meeting. (R.S. 17:416.21(F)(2))
- Written certifications of medical or psychological contraindications shall be maintained in the student's special education file and communicated to all staff who interact with the student.
- When a student's IEP or BIP reflects a medical contraindication, alternative crisis intervention strategies specific to that student's needs must be developed and documented in the IEP or BIP.

Reference: R.S. 17:416.21(D), (E), (F); BESE Bulletin 1706.

CHAPTER 7 — NOTIFICATION, DOCUMENTATION, AND REPORTING

16. Immediate Notification Requirements

Upon each use of seclusion or physical restraint, the following notifications are required by law:

Same School Day — Phone Call to Parent/Guardian

The school employee who secluded or physically restrained the student, or a school administrator, shall contact the parent or legal guardian by phone as soon as practicable but no later than the end of the same school day during which seclusion or restraint was used. (R.S. 17:416.21(I)(1)(b))

Within One Hour of Release — Principal and Special Education Director

The school employee involved shall notify the school principal, and the principal or designee shall notify the director or supervisor of special education electronically as soon as practicable, but no



later than one hour following the student's release or the end of the same school day, whichever occurs first. (R.S. 17:416.21(i)(1)(a))

Same School Day — School Nurse / Health Designee

The school nurse or school health designee 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. (R.S. 17:416.21(i)(2))

Within 24 Hours — Written Notice to Parent/Guardian

The parent or legal guardian must be notified in writing within twenty-four hours of each incident. The written notice must include: the reason for the seclusion or restraint; the procedures used; the length of time of the seclusion or restraint; and the names and titles of any school employee involved. (R.S. 17:416.21(i)(1))

17. Incident Report Requirements

A school employee who secludes or physically restrains a student must complete a written incident report and submit it to the school principal by the end of the next school day following the incident. The principal or designee shall submit a copy of the report to the parent or legal guardian by the end of the next school day following receipt of the report. (R.S. 17:416.21(j))

At a minimum, each incident report must include:

- The name, age, grade, gender, race, and disability of the student;
- The date, time, location, and duration of the seclusion or physical restraint;
- The name and title of each school employee involved and who was a witness;
- A description of the events requiring the use of seclusion or physical restraint, including: (a) a description of the procedures and types of restraint used; (b) any actions taken in an attempt to de-escalate the situation; and (c) the student's behavior suggesting an imminent risk of harm to self or others;
- A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion or physical restraint;
- A description of the actions taken immediately following the student's release, including notification of the parent or legal guardian; and
- A description of the student's actions immediately following release from seclusion or restraint.

The school principal or designee and the director or supervisor of special education shall review available video and audio footage to ensure that policies and proper techniques were followed during the incident. (R.S. 17:416.21(k))

18. Monitoring During Seclusion or Restraint

A student who is in seclusion or is physically restrained must be monitored continuously for the entire duration. Such monitoring shall be documented at least every fifteen minutes, and adjustments



must be made based on observations of the student's behavior. Monitoring documentation is part of the incident record. (R.S. 17:416.21(G))

Reference: R.S. 17:416.21(G), (I), (J), (K); BESE Bulletin 1706.

CHAPTER 8 — IEP REVIEW REQUIREMENTS

19. Three Incidents in a School Year — IEP Team Review

If a student is involved in three 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:

1. The special education teacher shall send prior written notice of the intention to call an IEP team meeting to the student's parent or legal guardian.
2. The student's IEP team shall convene and review and revise the student's Behavioral Intervention Plan (BIP), including any crisis intervention plans, to include any appropriate and necessary behavioral supports.
3. 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 designee shall review the student's plans at least once every three weeks. (R.S. 17:416.21(L))

Act 479 (2025) Update: Act 479 reduced the incident threshold that triggers mandatory IEP review from five incidents (under prior law) to three incidents. Prior law's five-incident threshold now triggers a separate obligation: the IEP team must review and revise the BIP to include appropriate behavioral supports. These are now two distinct thresholds: three incidents IEP team meeting required; five incidents additional IEP team review and BIP revision required. (R.S. 17:416.21(K), (L))

20. Five Incidents in a School Year — Additional IEP Review

If a student is involved in five incidents in a single school year involving the use of physical restraint or seclusion, the student's IEP team shall review and revise the student's Behavioral 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, the special education director or designee shall review the student's plans at least once every three weeks. (R.S. 17:416.21(K))

Reference: R.S. 17:416.21(K), (L); Act 479 (2025).

CHAPTER 9 — TRAINING REQUIREMENTS



21. Crisis Intervention Training

Consistent with R.S. 17:416.21(C)(1)(d) and BESE requirements, physical restraint must be applied by trained personnel. The school will ensure that:

- All school employees who may be required to respond to a student behavioral crisis receive annual training in the school's crisis intervention program, including approved de-escalation techniques, PBIS strategies, and the appropriate and legal use of seclusion and physical restraint.
- The crisis intervention training program is created or approved by the Louisiana Department of Education, consistent with R.S. 17:8.1(A)(8) (as added by Act 479, 2025).
- Training covers the legal prohibitions on mechanical restraint, prohibited physical restraint techniques, documentation requirements, notification obligations, and the school's internal incident reporting procedures.
- Staff who have not completed crisis intervention training may only intervene in a physical restraint situation in a genuine emergency where there is insufficient time to have trained personnel respond, and only to the minimum extent necessary to prevent imminent injury.
- Training records for all staff are maintained by the school administrator and are available for review upon request by the LDOE or parents.
- New staff receive crisis intervention training as part of new employee onboarding before working independently with students.

22. Training Content Requirements

Crisis intervention training shall address, at a minimum:

- The definitions of seclusion, physical restraint, sensory rooms, and related terms under R.S. 17:416.21;
- The school's PBIS framework and proactive strategies for preventing behavioral crises;
- Approved de-escalation techniques and the sequence of interventions required before seclusion or restraint;
- The legal standards for when seclusion and physical restraint may and may not be used;
- Approved physical restraint techniques and the absolute prohibition on mechanical restraint and chest/back pressure;
- Continuous monitoring requirements during seclusion and restraint;
- Immediate notification procedures for the principal, special education director, and parent;
- Incident documentation and reporting requirements; and
- IEP review thresholds (three incidents and five incidents) and obligations.

Reference: R.S. 17:416.21(C)(1)(d); R.S. 17:7.2(A)(10), 8.1(A)(8) (added by Act 479, 2025); BESE Bulletin 1706.



CHAPTER 10 — DISTRIBUTION, POSTING, AND SUBMISSION

23. Distribution of Guidelines and Procedures

Pursuant to R.S. 17:416.21(M)(2)(a), these written guidelines and procedures shall be:

- Provided to the Louisiana Department of Education;
- Provided to all school employees annually, at the beginning of each school year;
- Provided to every parent or legal guardian of a student with an exceptionality (this obligation does not apply to parents of students identified only as gifted or talented, unless the student also has a disability); and
- Posted at each school and on the school's website.

These guidelines are included by reference in the student handbook and are made available to the parent or legal guardian of each student with an IEP or BIP at the time of IEP development, consistent with R.S. 17:416.21(A)(1)(b). A copy of these guidelines will be provided to parents at the beginning of each school year with the student handbook distribution.

24. Annual Submission to LDOE

These guidelines and procedures shall be submitted to the Louisiana Department of Education annually, prior to the beginning of each school year, through the LDOE's designated submission process, consistent with R.S. 17:416.21(M)(3). The school will maintain documentation of each annual submission.

25. Annual Review

These written guidelines and procedures shall be reviewed annually by the Principal, the special education coordinator, and relevant staff. The review will consider:

- Any changes to R.S. 17:416.21 or BESE Bulletin 1706 enacted since the prior review;
- The school's incident data from the prior school year, including the number, frequency, and characteristics of seclusion and restraint incidents;
- Any IEP review actions taken as a result of three-incident or five-incident thresholds;
- Staff training participation rates and outcomes; and
- Any complaints, investigations, or OCR findings related to seclusion or restraint.

Revised guidelines will be distributed, posted, and submitted to the LDOE in accordance with the requirements of this section.

Reference: R.S. 17:416.21(M)(2)(a), (M)(3); Act 479 (2025).



CHAPTER 11 — PARENT RIGHTS AND GRIEVANCES

26. Parent Rights

Parents and legal guardians of students at Louisiana Academy of Production have the following rights related to seclusion and physical restraint:

- To receive phone notification on the same school day any time their child is secluded or physically restrained;
- To receive written notification within 24 hours of each incident, including the reason, procedures used, duration, and names of staff involved;
- To receive a copy of the incident report no later than the end of the next school day after the report is submitted to the principal;
- To be notified annually of any medical or psychological contraindication to seclusion or restraint documented in their child's IEP;
- To receive prior written notice of the school's intention to convene an IEP meeting following three incidents of seclusion or restraint;
- To review all incident documentation related to their child;
- To file a complaint with the Louisiana Department of Education if they believe these guidelines have been violated; and
- To exercise all applicable rights under IDEA, Section 504, and Louisiana law, including the right to request mediation, file a state complaint, or request a due process hearing regarding any disagreement with the school's response to their child's behavior.

27. Grievance Procedures

A parent or school employee who believes that seclusion or physical restraint has been used in violation of these guidelines or applicable law may:

1. Raise the concern directly with the Principal or special education coordinator. The school will investigate and respond in writing within five school days.
2. File a written complaint with the Louisiana Department of Education — Special Education Ombudsman: 1-877-453-2721, Option 2 | disputeresolution.doe@la.gov.
3. File a complaint with the U.S. Department of Education Office for Civil Rights (OCR): 1-800-421-3481 | ocr@ed.gov | www.ed.gov/ocr.
4. Request an IEP team meeting to review the student's BIP and crisis intervention plan.

Key References: R.S. 17:416.21 (as amended by Act 479 of 2025, effective August 1, 2025 / February 1, 2026); BESE Bulletin 1706 (revised December 2025); R.S. 17:3996(B)(29); R.S. 17:7.2(A)(10); R.S. 17:8.1(A)(8); R.S. 17:1944.1; IDEA, 20 U.S.C. § 1400 et seq.; La. R.S. 17:1941 et seq. This policy is reviewed annually and posted on the school's website.