



**Restraint and Seclusion
School Guidance and Policy Document**

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Last Updated: 8/18/2025

Foreword

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and restraint within the New Orleans Military & Maritime Academy following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE). These procedures specifically address the statutory requirements of LA House Bill No. 684, Act No. 479 in the 2025 Regular Session and revised Louisiana Bulletin 1706 regarding the use of seclusion and restraint as emergency safety measures to control the actions of cadets with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document in no way constitutes the totality of interventions and strategies that may be used by NOMMA and its personnel in addressing the educational and social-emotional needs of cadets with exceptionalities.

Definitions

Definitions of terms as provided by the Louisiana Legislature in Act 479 which governs seclusion and restraint of cadets with exceptionalities:

“Imminent risk of harm” – An immediate and impending threat of a person causing substantial physical injury to self or others.

“Mechanical Restraint” – The application of any device or object used to limit a person's movement.

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.
- Any device used by a duly licensed law enforcement officer in the execution of his official duties.

“Physical Escort” – Touching or holding a cadet with or without the use of force for the purpose of directing the cadet to a new location. Physical escort does not include the unforced holding of a cadet's hand or other physical prompts for the purpose of safely guiding the cadet from one task to another or directing the cadet in an educational activity.

“Physical Restraint” – the use of manual restraining techniques that involve physical force applied to restrict the movement of all or part of a person's body

Does NOT include:

- (i) Consensual, solicited, or unintentional contact.
- (ii) Momentary holding of a cadet, by a school employee for the protection of the cadet or others.
- (iii) A school employee holding a student for less than three consecutive minutes within any given hour for the protection of the student or others
- (iv) 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

- (v) Minimal physical contact for the purpose of safely escorting a cadet from one area to another.
- (vi) Minimal physical contact for the purpose of assisting the cadet in completing a task or response.

“Positive Behavioral Interventions and Support” – A systematic approach to embed evidence-based practices and data-driven decision making when addressing cadet behavior in order to improve school climate and culture.

“Seclusion” – A procedure that isolates and confines a cadet in a designated separate room or area until he is no longer an immediate risk of harm to self or others.

"Seclusion Room" - A room or other confined area, used on an individual basis, in which a cadet is removed from the regular classroom setting for a limited time to allow the cadet the opportunity to regain control in a safe, secure, and supervised setting and from which the cadet is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others. 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.

“Sensory Room” - A room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a “calming room”, “calming space”, “comfort room”, “comfort space”, “sensory space”, “timeout room”, or “timeout space”. The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

"School Employee" - A teacher, paraprofessional, administrator, support staff member, or a provider of related services.

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

“Written Guidelines and Procedures” – The written guidelines and procedures adopted by a public school governing authority regarding appropriate responses to school behavior that may require immediate intervention

Reporting of Restraint or Seclusion

Notification Requirements for School Officials and Parents/Legal Guardians.

The principal or designee in absence of the principal is responsible for ensuring that parents/legal guardians are notified that their child has been restrained or secluded. It is also the principal or designee's responsibility in absence of the principal to notify the Director of Special Education when a cadet has been restrained/secluded. The Director of Special Education is responsible for notifying the LDE when a

cadet has been restrained/secluded via the incident reporting function of the state's Special Education Reporting system (SER) within 72 hours of the restraint/seclusion.

Explanation of Methods of Physical Restraint

Methods of physical restraint employable by NOMMA personnel are those designed by the Crisis Prevention Institute (CPI), and employees shall use professional judgment in the use of such methods, guided by professional practice and/or standards. In addition, school employees are to be provided training in crisis intervention methods annually that include verbal de-escalation procedures, the utilization of appropriate methods of physical restraint, and determination of circumstances in which the use of physical restraint is appropriate.

Training Requirements Relative to the Use of Restraint

NOMMA will have select members of their special education and administrative staff trained on CPI's methods and techniques. These staff will receive CPI certification. The initial training for new staff members will consist of two full-days of training, while previously certified teachers will complete a one-day recertification course annually. Documentation of training will be maintained on a school level by the Director of Special Education and the Director of Human Resources.

Seclusion

Seclusion is a procedure that isolates and confines a cadet in a designated separate room or area until he is no longer an imminent risk of harm 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 cadet in a non-locked setting, and is implemented for the purpose of calming". The term does not include in-school suspension or cadet requested breaks.

Seclusion is **permitted** only:

1. For behaviors that involve an imminent risk of harm to self or others.
2. 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.
3. 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**:

1. 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).
2. As a form of discipline or punishment.
3. As a threat to control, bully, or obtain behavioral compliance.
4. For the convenience of school personnel.
5. When unreasonable, unsafe, or unwarranted.

6. If the cadet 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 cadet is enrolled).

Seclusion Room

Seclusion Room is **permitted** only under the following conditions:

1. As a last resort if and when less restrictive measures such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a cadet's environment, have failed to stop a cadet's actions that pose an imminent risk of harm.
2. By a school employee who uses accepted methods of escorting a cadet to a seclusion room, placing a cadet in a seclusion room, and supervising a cadet while he/she is in the seclusion room.
3. If one cadet is placed in a seclusion room at any given time and the school employee supervising the cadet is able to see and hear the cadet the entire time the cadet is placed in the seclusion room.
4. The room is free of any object that poses a danger to the cadet placed in the room.
5. The room has an observation window and is of a size appropriate for a cadet's size, behavior, and chronological and developmental age.
6. The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to those in operating classrooms in the school.

Seclusion Room is **prohibited**:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the cadet 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 cadet is enrolled).

Mechanical Restraint

No cadet shall be subjected to any form of mechanical restraint by school employees. Mechanical restraint is any restrictive device (e.g., seatbelt, straitjacket (camisole), vest, or physical device that confines an individual) used to restrict a person's free movement, most commonly in emergency situations. Such devices are prohibited.

Physical Restraint

Physical Restraint is **permitted** only under the following conditions:

1. If the cadet's behavior presents an imminent risk of harm to self or others.
2. As a last resort to protect the safety of oneself and others.
3. To the degree necessary to stop dangerous behavior.

4. In a manner that causes no physical injury to the cadet.
5. Results in the least possible discomfort to the cadet.
6. Does not interfere in any way with a cadet's breathing or ability to communicate with others.
7. Does not involve the use of any form of mechanical restraint.
8. The cadet is not physically restrained in a manner that places excessive pressure on the cadet's chest or back or that causes asphyxia.
9. Applied only in a manner that is directly proportional to the circumstances and to the cadet's size, age, and severity of behavior.

Physical Restraint is **prohibited**:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the cadet 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 cadet is enrolled).

The parent or guardian of a cadet may opt out of the restraint procedures.

Monitoring and Documentation

Seclusion and Restraint require monitoring, documentation, and analysis of data collected on the regional form:

1. Continuous monitoring.
2. Documentation every 15 minutes (with adjustments made accordingly).
3. Cadet is released/removed as soon as the reasons for the action have subsided.
4. Parent or guardian must be notified as soon as possible by face to face conversations, phone calls, electronic communications and/or home visits.
5. Parent or guardian notified in writing within 24 hours of each incident of seclusion/restraint.
6. Reason for seclusion/restraint
7. Description of procedures used
8. Length of time of seclusion/restraint
9. Names and titles of school employees involved.

When a cadet is involved in 3 incidents of restraint/seclusion in a single school year*, the IEP Team must reconvene to review and revise the cadet's behavior intervention plan to include any appropriate and necessary behavioral supports. The special education director or his designee shall review data/documentation at least once every 3 weeks for cadets secluded and restrained and whose challenging behavior continues or escalates. The IEP team may reconvene prior to the 3rd incident in order to add or adjust the behavior plan and/or add a crisis plan.

***Three (3) incidents in a school year include the cumulative number of incidents of restraint AND seclusion. (e.g., 2 restraints + 1 seclusion = 3 incidents)**

**New Orleans Military & Maritime Academy
Physical Intervention Documentation**

Student Name _____ **Date** _____

Grade _____ **Location** _____ **Author** _____

Exceptionality (if applicable) _____

Briefly describe the incident leading to the physical intervention

Physical intervention necessary due to:

- ☐ Cadet in danger of self-harm
- ☐ Cadet in danger of harming other(s)

List interventions attempted prior to the physical intervention

- | | |
|--|--|
| ☐ Time and space | ☐ Low and slow language |
| ☐ Offer choices | ☐ Planned ignoring |
| ☐ Directive statements | ☐ Redirections |
| ☐ Followed individual behavior plan | ☐ Reminder of school rules and policies |
| ☐ Removed student | ☐ Removed audience |
| ☐ Counselor intervention | ☐ Sensory diet |
| ☐ Administrative intervention | ☐ Other: _____ |
| ☐ Other: _____ | ☐ Other: _____ |

Describe the CPI physical intervention technique

Time began _____ :	Time Ended _____ :
Time began _____ :	Time Ended _____ :
Time began _____ :	Time Ended _____ :
Total Duration _____ :	

Restraint Team: Identify everyone involved

Name	Job Title	Participant/Observer

Initiator of Restraint Signature

Date

Post care provided:

☐ face cloth ☐ water ☐ time & space ☐ other

Other: _____

Student actions following release: _____

Vital signs WNL ☐ Yes ☐ NO

Heart Rate _____ BP _____ O2 _____

Injuries _____

Marks/Bruises _____

Comments _____

Nurse Signature _____

*****ADMINISTRATIVE USE ONLY*****

Administrative Comments:

- ☐ Video footage viewed
- ☐ Video footage unavailable

Parent contact date: _____ Time: _____ By: _____

Notification Method:

Notes:

Principal

Special Education Director