

## Students

### Physical Restraint(s)/Seclusion of Students

The Board of Education seeks to foster a safe and positive learning environment for all students. Board of Education employees will restrict the use of physical restraint or seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The Board of Education authorizes the Superintendent or his/her designee to develop and implement Administrative Regulations in accordance with this Policy and applicable law. The Board of Education mandates compliance with this Policy and the associated Administrative Regulations at all times. Violations of this Policy and/or associated Administrative Regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

#### Legal References:

Conn. Gen. Stat. § 10-76b

Conn. Gen. Stat. § 10-76d

Conn. Gen. Stat. § 53a-18 to 53a-22

Public Act 15-141, "An Act Concerning Seclusion and Restraint in Schools"

Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11, as amended July 1, 2013

#### Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

"New Legislation for Public Act 15-141: An Act Concerning Seclusion and Restraint in Schools," Connecticut State Department of Education, October 5, 2015 Memorandum from Dr. Isabelina Rodriguez.

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 Policy revised: September 13, 2010  
 Policy revised: November 5, 2012  
 Policy revised: March 21, 2016

STAFFORD PUBLIC SCHOOLS  
 Stafford Springs, Connecticut

## Students

### Physical Restraint(s)/Seclusion of Students

The Stafford Public Schools (the “District”) seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint or seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of students in the District. The Superintendent mandates compliance with these regulations at all times. Violations of these regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

I. Definitions:

- A. Life Threatening Physical Restraint: Any physical restraint or hold of a person that (1) restricts the flow of air into a person’s lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person’s arms, legs or head while the person is in the prone position.
- B. Psychopharmacological Agent: Any medication that affects the central nervous system, influencing thinking, emotion or behavior;
- C. Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head. The term does not include: (1) Briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self-injury when the device is (i) part of a documented treatment plan or an Individualized Education Program (“IEP”); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such injury.

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Definitions (continued)

- D. School Employee: (1) Any individual employed by the Stafford Public Schools who is a teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessionals, coach; and (2) any other individual who in the course of performing his or her duties has regular contact and provides services to or on behalf of student enrolled in the Stafford Public schools or pursuant to a contract with the Stafford Public Schools.
- E. Seclusion: The confinement of a person in a room, whether alone or with supervision by a school employee, in a manner that prevents the person from leaving that room. Seclusion does not include any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.
- F. Student: a child who is
1. Enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;
  2. Receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;
  3. Enrolled in a program or school administered by a regional education service center established pursuant to section 10-66a of the Connecticut General Statutes; OR
  4. Receiving special education and related services from an approved private special education program.

## II. Life-Threatening Physical Restraint

- A. No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B. Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

## Students

### Physical Restraint(s)/Seclusion of Students (continued)

#### III. Procedures for Physical Restraint and Seclusion of Students

- A. No school employee shall use physical restraint or seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- B. No school employee shall use physical restraint or seclusion on a student unless the school employee has received training in accordance with state law and/or the District's trainings plans as described in Section X below, upon implementation thereof.
- C. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.
- D. School employees must explore ALL less restrictive alternatives prior to using physical restraint or seclusion for a student.
- E. School employees must comply with all regulations promulgated by the Connecticut State Department of Education in their use of physical restraint and seclusion with a student.
- F. Monitoring
  - 1. Physical restraint: A school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by either:
    - a. direct observation of the student; or
    - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.
  - 2. Involuntary seclusion: A school employee must frequently monitor any student who is involuntarily placed in seclusion. The monitoring must be conducted by either:
    - a. direct observation of the student; or
    - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Procedures for Physical Restraint and Seclusion of Students (continued)

- G. Length
1. Any period of physical restraint or seclusion:
    - a. shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment; and
    - b. shall not exceed fifteen (15) minutes, except as provided below.
  2. If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:
    - a. an administrator, or such administrator's designee;
    - b. a school health or mental health personnel; or
    - c. a board certified behavior analyst.
  3. The individual identified under subsection 2 (a-c) shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- H. A school employee must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the person being physically restrained or secluded.

#### IV. Seclusion Room Requirements

Seclusion can happen in any location, although a district may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Seclusion Room Requirements (continued)

- A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
- B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
- C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
- D. be free of any object that poses a danger to the student who is being placed in the seclusion room;
- E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal's office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, the student shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:

1. the need to provide direct and immediate medical attention to the student;
2. fire;
3. the need to remove the student to a safe location during a building lockdown; or
4. other critical situations that may require immediate removal of the student from seclusion to a safe location; and

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Seclusion Room Requirements (continued)

- F. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion, to permit frequent visual monitoring of the student and any school employee in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a student.
- V. Use of Psychopharmacologic Agent
- A. No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:
    - 1. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or
    - 2. as an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.
  - B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
  - C. Any administration of a psychopharmacologic agent must **ONLY** be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy.
- VI. Required Meetings
- A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)
    - 1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:
      - a. conduct or revise a behavioral assessment of the student;

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Required Meetings (continued)

- b. create or revise any applicable behavior intervention plan; and
    - c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.
  - 2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.
- B. Students Eligible for Special Education (and students being evaluated for eligibility for special education)
 

In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, the student's PPT shall convene to:

  - 1. conduct or revise a functional behavioral assessment ("FBA");
  - 2. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and
  - 3. review or revise the student's IEP, as appropriate.
- C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

### Seclusion as a Behavior Intervention in an IEP

- A. **Only the student's PPT may determine if seclusion can be included as an intervention in the student's IEP, in which case the following must occur:**
  - 1. **the PPT must ensure that all positive behavioral interventions and supports have been documented, reviewed and determined to be ineffective;**



**Students****Physical Restraint(s)/Seclusion of Students (continued)  
Required Meetings (continued)**

2. an FBA must be conducted or reviewed, and, if appropriate, revised; and
  3. a BIP based on the FBA must be developed, which BIP must include the use of seclusion as a planned intervention.
- B. The PPT must include the following information in the IEP of the student:**
1. the location of seclusion for the person at risk, which may be multiple locations within a school building;
  2. the maximum length of any period of seclusion, in accordance with Section III(D) of this regulation;
  3. the number of times during a single day that the student may be placed in seclusion;
  4. the frequency of monitoring required for the student while in seclusion;
  5. the timeframe and manner of notification of each incident of seclusion, as determined by the PPT and the parents of the student; and
  6. any other relevant information agreed-to by the PPT taking into consideration the age, disability and behaviors of the student that might subject the student to the use of seclusion;
  7. the use of seclusion on Page 10 of the student's IEP, under "Special Factors," and the BIP as an attachment to the IEP;
  8. the justification of the decision to use seclusion as a planned intervention in the IEP, which justification must include documentation of evidence that all previously attempted positive behavior interventions have been ineffective, the assessment data (i.e. FBA) and other relevant information in the IEP.
- C. Prior to including seclusion in an IEP of a student, the PPT must inquire as to whether there are any known medical or psychological conditions that would be directly and adversely impacted by the use of seclusion as a behavior intervention. A student may not be placed in seclusion if such student is known to have any medical or psychological condition that a licensed health care provider has indicated will be directly and adversely impacted by the use**

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Required Meetings (continued)

**of seclusion. The PPT may request a medical or psychological evaluation of the child for purposes of determining whether there is a medical or psychological condition that will be directly and adversely impacted by the use of seclusion as a behavior intervention. Any written statement from a licensed health care professional in this regard shall be included in the special education file of the student.**

#### VII. Crisis Intervention Team

- A. Each school year, the Director of Pupil Services shall require each school in the District to identify a crisis intervention team consisting of school professionals, paraprofessional staff members and administrators who have been trained, in accordance with state law, in the use of physical restraint and seclusion.
- B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.

#### VIII. Documentation and Communication

- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the Stafford Public Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:
  - 1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
  - 2. a detailed description of the nature of the restraint or seclusion;
  - 3. the duration of the restraint or seclusion;
  - 4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; AND
  - 5. whether the seclusion of a student was conducted pursuant to an IEP.

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Documentation and Communication (continued)

- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or secluded.
1. A school employee must make a reasonable attempt to immediately notify a parent or guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.
  2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
  3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.
  4. The Director of Pupil Services shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.
- C. The Director of Pupil Services or his or her designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.
1. The Director of Pupil Services or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.
  2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student's IEP.

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Documentation and Communication (continued)

- D. The Director of Pupil Services, or his or her designee, must be notified of the following:
  - 1. each use of physical restraint or seclusion on a student;
  - 2. the nature of the emergency that necessitated its use;
  - 3. whether the seclusion of a student was conducted pursuant to an IEP; AND
  - 4. if the physical restraint or seclusion resulted in physical injury to the student.
  
- IX. Responsibilities of the Director of Pupil Services
  - A. The Director of Pupil Services, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conduct pursuant to IEPs.
  - B. The Director of Pupil Services, or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.
  
- X. Professional Development Plan and Training
  - A. The District shall annually provide all school professionals, paraprofessional staff members and administrators with an overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. Such overview shall be in a manner and form as prescribed by the State Department of Education.
  - B. Plan Concerning Prevention Training
    - 1. The District shall develop a plan through which training regarding the prevention of incidents requiring physical restraint or seclusion of students is provided to all school professionals, paraprofessional staff members and administrators.
    - 2. This plan shall be implemented no later than July 1, 2017.

## Students

### Physical Restraint(s)/Seclusion of Students (continued) Professional Development Plan and Training (continued)

3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019.
- C. Plan Concerning Proper Means of Using Physical Restraint and Seclusion
1. The District shall develop a plan through which training regarding the proper means of physically restraining or secluding a student is provided to all school professionals, paraprofessional staff members and administrators. Such training shall include, but not be limited to:
    - a. verbal defusing or de-escalation;
    - b. prevention strategies;
    - c. types of physical restraint;
    - d. the differences between life-threatening physical restraint and other varying levels of physical restraint;
    - e. the differences between permissible physical restraint and pain compliance techniques;
    - f. monitoring to prevent harm to a person physically restrained or in seclusion; and
    - g. recording and reporting procedures on the use of physical restraint and seclusion.
  2. This plan shall be implemented no later than July 1, 2017.
  3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019, and periodically thereafter as prescribed by the State Department of Education.
- XI. Review and Revision of Policies, Regulations and Procedures
- A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students on the District's Internet web site and procedures manual.

**Students**

**Physical Restraint(s)/Seclusion of Students (continued)**

**Review and Revision of Policies, Regulations and Procedures (continued)**

- B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students within sixty (60) days after the State Department of Education's adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.

**Legal References:**

Conn. Gen. Stat. § 10-76b  
Conn. Gen. Stat. § 10-76d  
Conn. Gen. Stat. § 53a-18 to 53a-22

Public Act 15-141, "An Act Concerning Seclusion and Restraint in Schools"  
Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11, as amended July 1, 2013

**Other References:**

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

"New Legislation for Public Act 15-141: An Act Concerning Seclusion and Restraint in Schools," Connecticut State Department of Education, October 5, 2015  
Memorandum from Dr. Isabelina Rodriguez.

Regulation approved: March 21, 2016

STAFFORD PUBLIC SCHOOLS  
Stafford Springs, Connecticut

Note: Any use of physical restraint is to be documented in the child's educational record and, if appropriate, in the child's school health record. Use of the CSDE Incident Report of Physical Restraint is required and should be completed as soon after the incident as possible or within 24 hours of the incident.

**Physical Restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head. **It does not include:** (1) briefly holding a child in order to calm or comfort the child; (2) restraint involving the minimum contact necessary to safely escort a child from one area to another; (3) medication devices, including supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a child from injuries due to a fall; or (5) helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means available to prevent self-injury.

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**District Information**

School District: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
School: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Date of Restraint: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Person preparing the report: \_\_\_\_\_

Time restraint initiated \_\_\_\_\_ Time restraint ended \_\_\_\_\_ Total time of restraint \_\_\_\_\_ \*

\*If the total length of the restraint exceeds 15 minutes, attach the documentation of the *required Administrator's (or designee) determination* of the need for continuation of the restraint to prevent immediate or imminent injury to the student or to others.

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**Student Information**

Student's Name: \_\_\_\_\_ SASID #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Age: \_\_\_\_\_ Gender (M /F): \_\_\_\_\_ Grade: \_\_\_\_\_ Race: \_\_\_\_\_ Disability: \_\_\_\_\_

- \_\_\_\_ The student is a general education student.  
\_\_\_\_ The student currently receives special education services.  
\_\_\_\_ The student is being evaluated or considered for eligibility for special education services.

**Staff Information**

Name of staff administering restraint: \_\_\_\_\_ Title \_\_\_\_\_  
Name of staff monitoring/witnessing restraint: \_\_\_\_\_ Title \_\_\_\_\_

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**Student activity/behavior precipitating use of restraint**

Describe the location and activity in which the student was engaged just prior to the restraint:

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Describe the risk of immediate or imminent injury to the student restrained or to others that required the use of restraint: \_\_\_\_\_

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**Staff activity/response**

Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of restraint: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe the nature of the physical restraint: (include the type of hold/restraint and the number of persons required): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did the student demonstrate physical distress during the restraint? \_\_\_\_ Yes \_\_\_\_ No  
Indicate times student was monitored for physical distress and if any signs of physical distress were noted: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the disposition of the student following the restraint:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was the student injured during the emergency use of restraint? \_\_\_\_ Yes \_\_\_\_ No  
*If "yes," complete and attach a Report of Injury.*

**Parent/Guardian Notification**

Was parent/guardian notified within 24 hours of the incident?

\_\_\_\_ Yes (indicate manner) \_\_\_\_\_  
\_\_\_\_ No

Was a copy of the Incident Report sent to parent/guardian within two business days?

\_\_\_\_ Yes \_\_\_\_ No

Is a \* PPT required to review/revise the IEP or discuss additional evaluation or the development/revision of a FBA and or BIP?

\_\_\_\_ Yes \_\_\_\_ No

Is a PPT recommended to modify the IEP? \_\_\_\_ Yes \_\_\_\_ No *If "yes," indicate date* \_\_\_\_

Is a \*meeting required for this general education student? \_\_\_\_ Yes \_\_\_\_ No  
*If "yes," indicate date* \_\_\_\_

**\*A PPT or a meeting is required if this incident marks the 4<sup>th</sup> incident of restraint or seclusion within a twenty school day period**



**To be completed in the event that a student is restrained or secluded for a period exceeding 15 minutes.**

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Public Act 15-141 requires that an administrator, as defined in section 10-144e of the general statutes, or such administrator's designee, a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

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Time restraint or seclusion was initiated: \_\_\_\_\_ a.m. /p.m.

Time restraint or seclusion was terminated: \_\_\_\_\_ a.m. /p.m.

15 minute determination of the necessity of continued restraint or seclusion: \_\_\_\_\_ a.m. /p.m.

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Signature of qualified\* administrator, designee, school health or mental health professional

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30 minute determination of the necessity of continued restraint or seclusion: \_\_\_\_\_ a.m. /p.m.

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Signature of qualified\* administrator, designee, school health or mental health professional

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30 minute determination of the necessity of continued restraint or seclusion: \_\_\_\_\_ a.m. /p.m.

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Signature of qualified\* administrator, designee, school health or mental health professional

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30 minute determination of the necessity of continued restraint or seclusion: \_\_\_\_\_ a.m./p.m.

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Signature of qualified\* administrator, designee, school health or mental health professional

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\*qualified is defined as having received required training in the use of physical restraint and seclusion

**Connecticut State Department of Education  
Incident Report of Seclusion**

**Note:** Any use of seclusion is to be documented in the child's educational record and, if appropriate, in the child's school health record. An Incident Report of Seclusion is required and should be completed as soon after the incident as possible or within 24 hours of the incident. Parents/ guardians must be notified in writing within 24 hours of the incident. Notification should include the information documented on the Incident report.

**Seclusion:** The confinement of a person in a room, whether it be alone or with supervision in a manner that prevents the person from leaving the room. In a public school, seclusion does not mean any confinement of a child where the child is physically able to leave the area of confinement including in-school suspension and time-out.

**District Information**

School District: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

School: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Date of Seclusion: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Person preparing the report: \_\_\_\_\_

Time seclusion initiated \_\_\_\_\_ Time seclusion ended \_\_\_\_\_ Total time of seclusion \_\_\_\_\_ \*

\*If the total length of the seclusion exceeds 15 minutes, attach the documentation of the *required Administrator's (or designee) determination* of the need for continuation of the seclusion to prevent immediate or imminent injury to the student or to others.

**Student Information**

Student's Name: \_\_\_\_\_ SASID #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Age: \_\_\_\_\_ Gender (M /F): \_\_\_\_\_ Grade: \_\_\_\_\_ Race: \_\_\_\_\_ Disability: \_\_\_\_\_

\_\_\_\_\_ The student is a general education student.

\_\_\_\_\_ The student currently receives special education services.

\_\_\_\_\_ The student is being evaluated or considered for eligibility for special education services.

\_\_\_\_\_ A FBA has been conducted and a BIP has been developed as part of the IEP which includes the use of seclusion as a planned intervention.

\_\_\_\_\_ Seclusion was initiated in response to an "emergency".

**Staff Information**

Name of staff administering seclusion: \_\_\_\_\_ Title \_\_\_\_\_

Name of staff monitoring/witnessing seclusion: \_\_\_\_\_ Title \_\_\_\_\_

**Student activity/behavior precipitating use of seclusion**

Describe the location and activity in which the student was engaged just prior to the seclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the risk of immediate or imminent injury to the student secluded or to others that required the use of seclusion: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Staff activity/response**

Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of seclusion: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe the nature of the seclusion: (Was it used as an emergency procedure to prevent immediate or imminent injury to the student or others? Was it used as a behavior intervention as indicated in the IEP? If in the IEP, did the situation/emergency meet the criteria as outlined?):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did the student demonstrate physical distress while in seclusion? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Indicate times student was monitored for physical distress and if any signs of physical distress were noted: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe the disposition of the student following the use of seclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was the student injured during the emergency use of seclusion? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If "yes," complete and attach a Report of Injury.

**Parent/Guardian Notification**

Was parent/guardian notified within 24 hours of the incident?

\_\_\_\_\_ Yes (indicate manner) \_\_\_\_\_

\_\_\_\_\_ No

Was a copy of the Incident Report sent to parent/guardian within two business days?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Is a \* PPT required to review/revise the IEP or discuss additional evaluation or the development/revision of a FBA and or BIP?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Is a PPT recommended to modify the IEP? \_\_\_\_\_ Yes \_\_\_\_\_ No if "yes," indicate date \_\_\_\_\_

Is a \*meeting required for this general education student? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_  
If "yes," indicate date \_\_\_\_\_

\*A PPT is required if this incident marks the 4<sup>th</sup> incident of restraint or seclusion within a twenty school day period.

**To be completed in the event that a student is restrained or secluded for a period exceeding 15 minutes.**

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Public Act 15-141 requires **that an administrator**, as defined in section 10-144e of the general statutes, **or such administrator's designee, a school health or mental health personnel, or a board certified behavioral analyst**, who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

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Time restraint or seclusion was initiated: \_\_\_\_\_ a.m. /p.m.

Time restraint or seclusion was terminated: \_\_\_\_\_ a.m. /p.m.

15 minute determination of the necessity of continued restraint or seclusion: \_\_\_\_\_ a.m. /p.m.

\_\_\_\_\_  
Signature of qualified\* administrator, designee, school health or mental health professional

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30 minute determination of the necessity of continued restraint or seclusion: \_\_\_\_\_ a.m. /p.m.

\_\_\_\_\_  
Signature of qualified\* administrator, designee, school health or mental health professional

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30 minute determination of the necessity of continued restraint or seclusion: \_\_\_\_\_ a.m. /p.m.

\_\_\_\_\_  
Signature of qualified\* administrator, designee, school health or mental health professional

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30 minute determination of the necessity of continued restraint or seclusion: \_\_\_\_\_ a.m./p.m.

\_\_\_\_\_  
Signature of qualified\* administrator, designee, school health or mental health professional

\*qualified is defined as having received required training in the use of physical restraint and seclusion