

**5000 Series  
Students****5144.1 - PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF  
EXCLUSIONARY TIME OUT**

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 and 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 also regulates the use of exclusionary time out in accordance with this Policy and accompanying regulations and applicable law.

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. Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

**Legal References:**

Public Act 18-51, An Act Implementing the Recommendations of the Department of Education  
Conn. Gen. Stat. § 10-76b  
Conn. Gen. Stat. § 10-76d  
Conn. Gen. Stat. § 10-236b  
Conn. Gen. Stat. §§ 53a-18 to 53a-22  
Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11

**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>.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

APPROVED: October 11, 2018

**New London Public Schools  
Physical Restraint Report Form**

**Note:** This report is required to be submitted to the Principal/Director of Special Education as soon as practicable after an incident involving physical restraint, but in no event later than 24 hours after the incident.

**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:** (A) briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) 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 part of a documented treatment plan or individualized education program pursuant to state special education statutes.

**STUDENT INFORMATION:**

Name of Student: \_\_\_\_\_ Date of Restraint: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: M/F \_\_\_\_\_ Grade Level: \_\_\_\_\_

Does student currently receive special education services or is the student being evaluated for eligibility for special education services? Yes: \_\_\_ No: \_\_\_ School: \_\_\_\_\_

Date of this report: \_\_\_\_\_ Site of physical restraint: \_\_\_\_\_

This report prepared by: \_\_\_\_\_ Position: \_\_\_\_\_

**Staff administering restraint:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Staff monitoring restraint:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Administrator who was verbally informed following the restraint:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Reported by: \_\_\_\_\_ Title: \_\_\_\_\_

**PRECIPITATING ACTIVITY:**

Description of activity in which the restrained or other students were engaged immediately preceding emergency use of physical restraint: *(A student may not be placed in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or others. Restraint may not be used to discipline a student, because it is convenient or instead of a less restrictive environment.)*

Description of the risk of immediate or imminent injury to the student restrained or others that required use of physical restraint:

Description of other steps, including attempts at verbal de-escalation, to prevent the emergency necessitating use of restraint:

**DESCRIPTION OF PHYSICAL RESTRAINT:**

Justification for initiating physical restraint *(check all that apply)*:

- Non-physical interventions were not effective
- To protect student from immediate or imminent injury
- To protect other student/staff from immediate or imminent injury

Type of protective hold used:

- Side by side parallel hold
- Lifted and carried (full security hold)
- Held in chair (reverse cradle transport)
- Floor control
- Other *(describe)*

Regular evaluation of the student being restrained for signs of physical distress:

Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____

Time restraint began: \_\_\_\_\_ Time restraint ended: \_\_\_\_\_

Total time (in minutes): \_\_\_\_\_

**CESSATION OF RESTRAINT:**

How restraint ended (*check all that apply*):

- Determination by staff member that student was no longer a risk to himself/herself or others
- Intervention by administrator(s) to facilitate de-escalation
- Law enforcement personnel arrived
- Staff sought in-house assistance
- Community emergency personnel arrived
- Other (*describe*):

**Description of any injury to student and/or staff and any medical or first aid care provided:**

Time medical staff checked injured person: \_\_\_\_\_

Medical staff actions: \_\_\_\_\_

Medical staff name: \_\_\_\_\_

Incident report was filed with the following school district official:

\_\_\_\_\_

Date: \_\_\_\_\_

**FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary)**

The school will take the following actions (*check all that apply*)

- Review incident with student to address behavior that precipitated the restraint
- Debrief staff regarding incident
- Consider whether follow-up is necessary for students who witnessed the incident
- Further contact with parents (*describe*):

- Convene Crisis Intervention Team Meeting
- Convene PPT to review/revise behavior intervention plan and/or IEP
- Convene PPT to discuss functional behavior assessment

**PARENT/GUARDIAN NOTIFICATION** *(required for all restraints):*

Parent who was verbally informed of this restraint:

Name: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Called by: \_\_\_\_\_ Title: \_\_\_\_\_

Notice mailed to Parent: Yes \_\_\_\_\_ No \_\_\_\_\_

Mailed by: \_\_\_\_\_ Title: \_\_\_\_\_

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_  
(Principal/Program  
Administrator/ Team Leader)

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_  
(Director of Special  
Education)

**FOR PRINCIPAL/DIRECTOR OR DESIGNEE USE ONLY**

- Reviewed physical restraint report
- Reviewed behavior plan, if applicable
- In considering the effect of the restraint on the student's educational plan, I find the following:

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**New London Public Schools**

**Seclusion Report Form**

**Note:** This report is required to be submitted to the Director of Special Education as soon as practicable after an incident involving the seclusion of a student, but in no event later than 24 hours after the incident.

**Seclusion:** The involuntary confinement of a student in a room, whether alone or with supervision by a Board of Education employee, in a manner that prevents the student from leaving. (A student may not be placed in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or others. Seclusion may not be used to discipline a student, because it is convenient or instead of a less restrictive environment.)

**STUDENT INFORMATION:**

Name of Student: \_\_\_\_\_ Date of seclusion: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: M/F \_\_\_\_\_ Grade Level: \_\_\_\_\_

Does student currently receive special education services or is the student being evaluated for eligibility for special education services? Yes: \_\_\_ No: \_\_\_ School: \_\_\_\_\_

Date of this report: \_\_\_\_\_ Site of seclusion: \_\_\_\_\_

This report prepared by: \_\_\_\_\_ Position: \_\_\_\_\_

**Staff placing student in seclusion:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Staff monitoring seclusion:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Administrator who was verbally informed following the seclusion:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Reported by: \_\_\_\_\_ Title: \_\_\_\_\_

**PRECIPITATING ACTIVITY/DESCRIPTION OF SECLUSION:**

Does the student have an IEP which includes the use of seclusion? Yes \_\_\_\_\_ No \_\_\_\_\_

**If No:** Description of the risk of immediate or imminent injury to the student secluded or others that required use of seclusion.

**If Yes or No:** Description of other steps, including attempts at verbal deescalation, to prevent the use of seclusion:

**MONITORING OF SECLUSION**

Regular evaluation of the student being secluded for signs of physical distress:

Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____
Time: _____	Evaluation: _____

Time seclusion began: \_\_\_\_\_ Time seclusion ended: \_\_\_\_\_

Total time (in minutes): \_\_\_\_\_

**CESSATION OF SECLUSION:**

How seclusion ended (*check all that apply*):

- Determination by staff member that student was no longer a risk to himself/herself or others
- Intervention by administrator(s) to facilitate deescalation
- Law enforcement personnel arrived
- Staff sought in-house assistance
- Community emergency personnel arrived
- Termination per instruction in IEP/behavior plan
- Other (*describe*):

**Description of any injury to student and/or staff and any medical or first aid care provided:**

Time medical staff checked injured person: \_\_\_\_\_

Medical staff actions: \_\_\_\_\_

Medical staff name: \_\_\_\_\_

Incident report was filed with the following school district official:

\_\_\_\_\_

Date: \_\_\_\_\_

**FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary)**

The school will take the following actions (*check all that apply*)

- Review incident with student to address behavior that precipitated the seclusion
- Debrief staff regarding incident
- Consider whether follow-up is necessary for students who witnessed the incident
- Further contact with parents (*describe*):

- Convene Crisis Team Meeting
- Convene PPT to review/revise behavior intervention plan and/or IEP
- Convene PPT to discuss functional behavior assessment

**PARENT/GUARDIAN NOTIFICATION (*required for all seclusions*):**

Parent who was verbally informed of this seclusion:

Name: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Called by: \_\_\_\_\_ Title: \_\_\_\_\_

Notice mailed to Parent: Yes      No \_\_\_\_\_

Mailed by: \_\_\_\_\_ Title: \_\_\_\_\_

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

(Program Administrator/ Team Leader)

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_  
(Director of Special  
Education)



**FOR DIRECTOR OR DESIGNEE USE ONLY**

- Reviewed seclusion report
- Reviewed behavior plan, if applicable
- In considering the effect of the seclusion on the student's established behavioral support of educational plan, I find the following: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(STATE INCIDENT REPORTING FORM)

**Report of Seclusion or Restraint  
Incident Report**

School District: \_\_\_\_\_ School: \_\_\_\_\_  
Address: \_\_\_\_\_ Address: \_\_\_\_\_  
Phone: \_\_\_\_\_ Phone: \_\_\_\_\_  
Name and Title of Person Preparing the report: \_\_\_\_\_  
Incident: Seclusion \_\_\_\_\_ Restraint \_\_\_\_\_  
Name of Student: \_\_\_\_\_ Student Disability: \_\_\_\_\_  
Birth Date of Student: \_\_\_\_\_ Male/Female Race: \_\_\_\_\_

Describe the nature and use of seclusion: (Identify the emergency that necessitated the use of seclusion and how long the student was in seclusion.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the nature and use of restraint: (Identify the emergency that necessitated the use of restraint, time in restraint and type of restraint used.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was the parent contacted within twenty-four hours of the use seclusion or restraint as an emergency intervention to prevent immediate or imminent injury to the person or others?

Yes \_\_\_\_\_ No \_\_\_\_\_ If "No", did the parent receive a copy of the incident report no later than five days from the date of the incident? Yes \_\_\_\_\_ No \_\_\_\_\_

Was the student injured during the emergency use of restraint or seclusion?

Yes \_\_\_ No \_\_\_ If "Yes", complete and attach a Report of Injury.

## **Students - Regulations**

### **Use of Physical Force -**

#### **Physical Restraint/Seclusion**

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of students in the New London Public Schools. The Board mandates compliance with this regulation and the law at all times. Violations of this regulation by a school employee or other individual working at the direction of, or under the supervision of the Board 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, or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes §53a-18(6).

#### **I. Procedures for Physical Restraint of Students**

- A. No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B. No school employee shall use involuntary physical restraint on a student except as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- C. Physical restraint of a student shall never be used as a disciplinary measure, as a convenience, or instead of a less restrictive alternative.
- D. School employees must explore all less restrictive alternatives prior to using physical restraint on a student.
- E. School employees are barred from placing a student in physical restraint until he or she has received training in its proper use.
- F. School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint.
- G. **Monitoring**
  - a. A trained school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by direct observation of the student, or by video provided the video monitoring occurs close enough for the monitor to provide assistance, if needed.
  - b. A trained school employee must regularly evaluate the person being restrained for signs of physical distress. The school employee must record each evaluation in the educational record of the student being restrained.

## Students

### Use of Physical Force

### Physical Restraint/Seclusion

## II. Procedures for Seclusion of Students

- A. No school employee shall use involuntary seclusion on a student except as follows:
1. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or
  2. as specifically provided for in a student's behavioral plan, if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the student have been implemented but were ineffective.
- B. Use of Seclusion
1. A school employee may not use seclusion to discipline a student, because it is convenient or instead of a less restrictive alternative.
  2. The area in which the student is secluded must have a window or other fixture allowing the student to clearly see beyond the seclusion area.
  3. Any room used for seclusion must:
    - 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. have a door with a lock if that lock is equipped with a device that automatically disengages the lock in case of an emergency. Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the student from leaving the room, shall be able to be removed in the case of any emergency. An "emergency," for purposes of this subsection, includes but is not limited to the following:
      - i. the need to provide direct and immediate medical attention to the student;
      - ii. fire;
      - iii. the need to remove the student to a safe location during a building lockdown; or
      - iv. other critical situations that may require immediate removal of the student from seclusion to a safe location; and

## Students

### Use of Physical Force

### Physical Restraint/Seclusion

#### II. Procedures for Seclusion of Students (continued)

- f. Have an unbreakable observation window located in a wall or door to permit frequent visual monitoring of the person at risk and any provider or assistant 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.
- g. The monitoring of students in seclusion is to be done by direct observation from another room or by video, provided the video monitoring occurs close enough for the monitor to provide aid if needed.
- h. Prior to including seclusion in the behavioral plan of a special education student, the PPT must review the results of a functional behavioral assessment and other information determined to be relevant by the PPT. If, based on this information, the PPT determines that the use of seclusion is an appropriate behavior intervention for such student in an emergency situation, the PPT shall include the assessment data and other relevant information in the behavioral plan of the student as the basis upon which a decision was made to include the use of seclusion as a behavior intervention.
- i. When seclusion is included in the behavioral plan of a special education student and is used as a behavior intervention strategy more than two times in any school quarter, the PPT must convene to review the use of seclusion as a behavior intervention. At this PPT meeting, the team may consider whether additional evaluations or assessments are necessary to address the behavior of such student and may revise the behavioral plan as appropriate.
- j. Any period of seclusion (1) shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment and (2) shall not exceed 15 minutes, except that this may be extended for additional periods of up to 30 minutes each, if the Principal or his/her designee, school health or mental health professional, or board certified behavioral analyst trained in the use of restraint and seclusion determines that continued restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Such authorization is to be placed in writing. Where transportation of the student is necessary, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the person at risk or to others is a concern.

## Students

### Use of Physical Force

### Physical Restraint/Seclusion

#### II. Procedures for Seclusion of Students (continued)

##### B. Use of Seclusion (continued)

- k. School employees, must explore all less restrictive alternatives prior to using seclusion for a student as an emergency intervention unless seclusion is being used pursuant to the behavioral plan of the student.
- l. School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for students.
- m. School employees are barred from placing a student in seclusion until he/she has received training in its proper use.

#### III. Training of School Employees

The Board will provide training to school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. The training will be phased in over a period of three years beginning with the school year commencing July 1, 2015.

The training will include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students.
2. The creation of a plan by which the Board will provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

The plan is to be implemented not later than July 1, 2017, and must include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education.

## **Students**

### **Use of Physical Force**

#### **Physical Restraint/Seclusion**

#### **III. Training of School Employees (continued)**

3. The Board will create a plan, to be implemented not later than July 1, 2017, requiring the training of all school professionals, paraprofessional staff members and administrators by regarding the proper means of physically restraining or secluding a student, including, but not limited to:
  - a. Various types of physical restraint and seclusion;
  - b. The differences between life-threatening physical restraint and other varying levels of physical restraint;
  - c. The differences between permissible physical restraint and pain compliance techniques; and
  - d. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.

#### **IV. Crisis Intervention Teams**

By July 1, 2015, and annually thereafter, each school shall identify a crisis intervention team. Such team shall consist of school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion.

The Crisis Intervention Team will 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 to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion annually.

This policy and procedures is available on the district's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

#### **V. 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 standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded. The information documents on the form must include the following:

## Students

### Use of Physical Force

#### Physical Restraint/Seclusion

#### V. Documentation and Communication (continued)

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 special education student was conducted pursuant to a behavioral support or educational plan.
- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or placed in seclusion.
1. A reasonable attempt shall be made to notify the parent or guardian of the student on the day of, but no later than twenty-four (24) hours after, physical restraint or seclusion is used as an emergency intervention to prevent immediate or imminent injury to the student or others.
  2. Notification may 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 standardized incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.
- C The Director of Special Education [or other responsible administrator], 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 Board of Education relating to physical restraint and seclusion.
- D. The Director of Special Education [or other responsible administrator], 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 child's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.



## Students

### Use of Physical Force

### Physical Restraint/Seclusion

#### V. Documentation and Communication (continued)

- E. The plain language notice developed by the Connecticut State Department of Education shall also be provided 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 at which the use of seclusion as a behavior intervention is included in the child's behavioral support or education plan.
- F. The Director of Special Education [or other responsible administrator], or his or her designee, must be notified of the following:
  - 1. each use of physical restraint or seclusion on a special education student;
  - 2. the nature of the emergency that necessitated its use;
  - 3. whether the seclusion of a special education student was conducted pursuant to a behavioral support plan; and
  - 4. if the physical restraint or seclusion resulted in physical injury to the student.

#### Responsibilities of the Director of Special Education [or other responsible administrator]

- A. The Director of Special Education [or other responsible administrator], 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 conducted pursuant to IEPs.
- B. The Director of Special Education [or other responsible administrator], or his or her designee, must report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the student.

Legal References: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76b-5 through 10-76b-11 Use of Seclusion & Restraint in Public Schools.

10-76d Duties and powers of the boards of education to provide special education programs and services.

10-220 Duties of boards of education.

46a-150-154 Physical Restraint, medication, and seclusion of persons receiving care, education, or supervision in an institution or facility.

## Students

### Use of Physical Force

#### Physical Restraint/Seclusion

Legal References: Connecticut General Statutes (continued)

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by P.A. 12-88)

53a-18 Use of reasonable physical force.

P.A. 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

P.A 15-141 An Act Concerning Seclusion and Restraint in Schools

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