

Scholars

Physical Restraint and Seclusion of Scholars

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

The Board of Directors authorizes the Executive Director or his/her designee to develop and implement Administrative Regulations in accordance with this Policy and applicable law. The Board of Directors 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 Directors staff member or other individual working at the direction of, or under the supervision of, the Board of Directors, 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: Connecticut General Statutes

§[10-76b](#)

§[10-76d](#)

§[53a-18](#) to [53a-22](#)

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

Regulations of Connecticut State Agencies

Sections [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.

Policy adopted:

R5144.1

Scholars

Physical Restraint and Seclusion of Scholars

The Jumoke Academy Charter Schools (the "District") seeks to foster a safe and positive learning environment for all Scholars. District employees will restrict the use of physical restraint or seclusion of Scholars to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a scholar may be necessary in an emergency situation to maintain the safety of the scholar 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 Scholars in the District. The Executive Director mandates compliance with these regulations at all times. Violations of these regulations by a Board of Directors staff member or other individual working at the direction of, or under the supervision of, the Board of Directors, 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, 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 (5) 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.

D. School Employee: (1) Any individual employed by the Jumoke Academy Charter Schools who is a teacher, substitute teacher, administrator, Executive Director, guidance counselor,

psychologist, social worker, nurse, physician, Academic Assistant, 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 scholar enrolled in the Jumoke Academy Charter Schools or pursuant to a contract with the Jumoke Academy Charter 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 scholar 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. Scholar: 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 Directors;
2. Receiving special education and related services in an institution or facility operating under a contract with a local or regional Board of Directors 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 scholar.
- 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.

III. Procedures for Physical Restraint and Seclusion of Scholars

- A. No school employee shall use physical restraint or seclusion on a scholar EXCEPT as an emergency intervention to prevent immediate or imminent injury to the scholar or to others.
- B. No school employee shall use physical restraint or seclusion on a scholar 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 scholar 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 scholar.

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 scholar.

F. Monitoring

1. Physical restraint: A school employee must continually monitor any scholar who is physically restrained. The monitoring must be conducted by either:

a. direct observation of the scholar; 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 scholar who is involuntarily placed in seclusion. The monitoring must be conducted by either:

a. direct observation of the scholar; or

b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.

G. Length

1. Any period of physical restraint or seclusion:

a. shall be limited to that time necessary to allow the scholar 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 scholar 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 scholar 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 scholar or to others.

H. A school employee must regularly evaluate the scholar 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:

- A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the scholar;
- 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 scholar 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 scholar 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 scholar;
- 2. fire;
- 3. the need to remove the scholar to a safe location during a building lockdown; or
- 4. other critical situations that may require immediate removal of the scholar from seclusion to a safe location; and

F. have an unbreakable observation window or fixture located in a wall or door, which allows the scholar a clear line of sight beyond the area of seclusion, to permit frequent visual monitoring of the scholar 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 scholar.

V. Use of Psychopharmacologic Agent

A. No school employee may use a psychopharmacologic agent on a scholar without that scholar's consent and the consent of the scholar's parent/guardian, except:

1. as an emergency intervention to prevent immediate or imminent injury to the scholar or to others; or
2. as an integral part of the scholar'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 Directors's Administration of Medication Policy.

VI. Required Meetings

A. Scholars 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 scholar four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the scholar's teachers, a parent or guardian of the scholar, and, if any, a school mental health professional, shall convene to:

- a. conduct or revise a behavioral assessment of the scholar;
- b. create or revise any applicable behavior intervention plan; and
- c. determine whether such scholar 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 scholar to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

B. Scholars Eligible for Special Education (and Scholars being evaluated for eligibility for special education)

In the event that physical restraint or seclusion is used on a scholar four (4) or more times within twenty (20) school days, the scholar'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 scholar's individualized education program ("IEP"); and
3. review or revise the scholar'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.

VII. Crisis intervention Team

A. Each school year, the Scholar Support Services Coordinator [or other responsible administrator] 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 scholar 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 Jumoke Academy Charter Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the scholar 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 scholar's established behavioral support or educational plan; AND

5. whether the seclusion of a scholar was conducted pursuant to an IEP.

B. A school employee must notify the parent or guardian of a scholar of each incident that the scholar is physically restrained or secluded.

1. A school employee must make a reasonable attempt to immediately notify a parent or guardian after a scholar 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 scholar 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 scholar.

3. The parent or guardian of a scholar 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 Scholar Support Services Coordinator shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.

C. The Scholar Support Services Coordinator or his or her designee, must, at each initial PPT meeting for a scholar, inform the child's parent, guardian, or surrogate parent, or the scholar if such scholar 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 Scholar Support Services Coordinator or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the scholar if such scholar is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the scholar'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 scholar's parent, guardian, or surrogate parent, or the scholar if such scholar 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 scholar's IEP.

D. The Scholar Support Services Coordinator or designee, must be notified of the following:

1. each use of physical restraint or seclusion on a scholar;

2. the nature of the emergency that necessitated its use;
3. whether the seclusion of a scholar was conducted pursuant to an IEP; AND
4. if the physical restraint or seclusion resulted in physical injury to the scholar.

IX. Responsibilities of the Student Support Services Coordinator [or other responsible administrator]

A. The Student Support Services Coordinator 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 Student Support Services Coordinator 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 scholar.

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 Scholars. 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 Scholars is provided to all members of the crisis intervention team and may elect to provide such training to other school professionals, paraprofessional staff members and administrators who have direct contact with Scholars.

2. This plan shall be implemented no later than July 1, 2017.

3. This plan shall require the training of all members of the crisis intervention team and may elect to provide such training to other school professionals, paraprofessional staff and administrators who have direct contact with Scholars no 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 scholar is provided to all members of the crisis intervention team and may elect to provide such training to other school professionals, paraprofessional staff members and administrators who have direct contact with Scholars. 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 members of the crisis intervention team and may elect to provide such training to other school professionals, paraprofessional staff and administrators who have direct contact with Scholars no 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 Scholars on the District's Internet web site and procedures manual.
- B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of Scholars 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: Connecticut General Statutes

§10-76b

§10-76d

§53a-18 to 53a-22

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

Regulations of Connecticut State Agencies

Sections 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 9, 2016

Regulation revised: November 15, 2017

JUMOKE ACADEMY CHARTER SCHOOLS

Hartford, Connecticut

5144.1 Form 1

Jumoke Academy Charter Schools

Physical Restraint Report Form

Note: This report is required to be submitted to the Student Support Services Coordinator 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 an Individualized Education Program ("IEP").

SCHOLAR INFORMATION:

Name of Scholar: _____ Date of Restraint: _____
Date of Birth: _____ Age: _____ Gender: M/F _____ GradeLevel: _____

Does Scholar currently receive special education services or is the Scholar being evaluated for eligibility for special education services?

Yes: ___ No: ___ School: _____

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 Scholars were engaged immediately preceding emergency use of physical restraint:

Description of the risk of immediate or imminent injury to the Scholar 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 Scholar from immediate or imminent injury
- To protect other Scholar/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 Scholar being restrained for signs of physical distress:

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 Scholar 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):

Injury Status

- No injury

Description of injury to Scholar/staff and any medical/first aid care provided: _____

Time medical staff checked injured person: _____

Medical staff actions: _____

Medical staff name: _____

Incident report 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 Scholar to address behavior that precipitated the restraint.
- Debrief staff regarding incident.
- Consider whether follow-up is necessary for Scholars 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

Reviewed by _____ Date: _____

(Program Administrator/ Team Leader)

Reviewed by _____ Date: _____

(Student Support Services Coordinator)

FOR DIRECTOR, OR DESIGNEE, USE ONLY

- Reviewed physical restraint report
- Reviewed behavior plan, if applicable
- In considering the effect of the restraint on the Scholar's established behavioral support or educational plan I find the following: _____

5144.1 Form 2

Jumoke Academy Charter Schools

Seclusion Report Form

Note: This report is required to be submitted to the Student Support Services Coordinator as soon as practicable after an incident involving the seclusion of a scholar, but in no event later than 24 hours after the incident.

Seclusion: The confinement of a person in a room, whether alone or with supervision by a Jumoke Academy employee, in a manner that prevents the person from leaving the room.

SCHOLAR INFORMATION:

Name of scholar: _____ Date of seclusion: _____

Date of Birth: _____ Age: ____ Gender: M/F ____ Grade Level: _____

Does scholar currently receive special education services or is the scholar 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 scholar 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:

Description of the risk of immediate or imminent injury to the scholar secluded or others that required use of seclusion:

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

MONITORING OF SECLUSION

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

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 scholar 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*): _____

Injury Status:

- No injury
- Description of injury to scholar/staff and any medical/first aid care provided: _____

Time medical staff checked injured person: _____
Medical staff actions: _____
Medical staff name: _____
Incident report 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 scholar to address behavior that precipitated the seclusion.
- Debrief staff regarding incident.
- Consider whether follow-up is necessary for scholars 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: _____ Date: _____

Reviewed by _____ Date: _____

(Program Administrator/ Team Leader)

Reviewed by _____ Date: _____

(Scholar Support Services Coordinator)

FOR USE BY DIRECTOR OR DESIGNEE ONLY

Reviewed seclusion report

In considering the effect of the seclusion on the scholar's established behavioral support or educational plan I find the following: