

GRISWOLD PUBLIC SCHOOLS

RESTRAINT AND SECLUSION PLAN

2019-2020 SCHOOL YEAR

Resources utilized in the development of this document include the Indiana Commission on Seclusion and Restraint in Schools' Model Seclusion and Restraint Plan and Connecticut Public Act 15-141: An Act Concerning Seclusion and Restraint in Schools. Where possible, exact language from CT PA 15-141 was used in the creation of this document.

Effective: July 1, 2017 Griswold BOE, Revised July 20, 2018, August 30, 2019

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STATEMENT OF PURPOSE

CT PA 15-141, effective July 1, 2015, requires that districts, schools and programs must develop policies and procedures related to restraint and seclusion that comply with all federal, state and local laws and regulations and should include at the minimum:

- emergency response procedures;
- training requirements and procedures related to the use of restraint or seclusion in schools; and
- required reporting and data collection.

APPLICABILITY

The requirements of PA 15-141, effective July 1, 2015, apply to all public schools, organizations, institutions or facilities operating under contract with a local or regional board of education (public schools, approved private special education programs [APSEPs], charter schools, regional educational service centers [RESC] and academies).

*****Update July 2018:***

Effective July 1, 2018, PA 18-51, revises the definitions of restraint and seclusion, clarifies the definition of an escort, and introduces a definition for exclusionary time out. The public act also prohibits the use of seclusion as a behavior intervention in the individualized education program (IEP) and requires that no later than January 1, 2019, districts/programs develop policy related to the use of exclusionary time out.

PA 15-414 AN ACT CONCERNING SECLUSION AND RESTRAINT IN SCHOOLS

<https://www.cga.ct.gov/2015/act/pa/pdf/2015PA-00141-R00SB-00927-PA.pdf>

PARENTAL NOTIFICATION

PARENTAL NOTIFICATION OF LAWS RELATING TO THE USE OF SECLUSION AND RESTRAINT IN THE PUBLIC SCHOOLS REVISED SEPTEMBER 2015 CAN BE LOCATED AT:

https://portal.ct.gov/-/media/SDE/Special-education/2018_parental_notification_of_the_laws_relating_to_seclusion_and_restraint_in_the_public_schools.pdf?la=en

A copy of parental notification must be provided for students with an IEP, or those in the referral process, on an annual basis. This plan shall be copied and available:

- on the school's website at www.griswoldpublicschools.org;
- at the special education office located within Griswold Middle School
- by mail upon request
- by calling, 860-376-7650

DEFINITIONS

1. "Student" means a child (A) enrolled in Grades K-12, inclusive, in a public school under the jurisdiction of a local or regional board of education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional board of education pursuant to subsection (d) of Section 10-76d of the general statutes, (C) enrolled in a program or school administered by a RESC established pursuant to the Connecticut General Statutes (CGS) Section 10-66a or (D) receiving special education and related services from an APSEP but shall not include any child receiving educational services from (i) Unified School District 2, established pursuant to the CGS Section 17a-37 or (ii) the Department of Mental Health and Addiction Services. **PA 15-141 provides a definition of "student" that includes all public school students K-12 and refers to special education students (3-21) enrolled in public school or placed in a RESC, APSEP or other special education program via a contract initiated by the district.**

2. "Physical restraint" means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, **including, but not limited to, carrying or forcibly moving a person from one location to another.**

The term does not include:

- A. briefly holding a person in order to calm or comfort the child;
- B. 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;
- E. helmets, mitts, and similar devices used to prevent self-injury when the device is:
 - i. part of a documented treatment plan or individualized education program pursuant to Section 10-76d; or
 - ii. prescribed or recommended by a medical professional, as defined in section 38a-976, and is the least restrictive means available to prevent such self-injury; or
- F. an exclusionary time out.

3. "Life Threatening Physical Restraint" means any physical restraint or hold of a person that (A) restricts the flow of air into a person's lungs, whether by chest compression or any other means or (B) immobilizes or reduces the free movement of a person's arms, legs or head **while the person is in the prone position.**

4. "Psychopharmacologic agent" means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

5. "Seclusion" means **the involuntary confinement of a person in a room, from which the student is physically prevented from leaving. Seclusion does not include an exclusionary time out.** 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. **Seclusion does not include:** (1) an exclusionary time out or (2) in-school suspensions.

PA 18-51 clearly prohibits the use of seclusion as a behavior intervention as part of a behavior intervention plan (BIP), an IEP, or a 504 Plan. Seclusion may only be used as an emergency intervention to prevent immediate or imminent injury to the student or to others.

The prohibition of the use of seclusion as a behavior intervention will require that a planning and placement team (PPT) review and revise any current IEP should that IEP identify the use of "seclusion" as a behavior intervention (within the existing BIP). If deemed appropriate, the use of exclusionary time out as an intervention may be considered for inclusion in the BIP.

6. "School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education, or working in a public elementary, middle or high school or (2) any other individual who in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

7. "Exclusionary time out" means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior (exclusionary time out becomes a reportable "seclusion" if or when the student is physically or otherwise prohibited from leaving the space).

8. "Escort" means the minimum contact necessary to safely escort a person from one area to another through temporary touching or holding for the purpose of guiding or inducing a student to walk to another location. **Carrying or forcibly moving a person from one location to another is a "physical restraint".**

I. USE OF RESTRAINT

- A. Every effort shall be made to avoid the need for the use of restraint of a student.
- B. The use of emergency restraint is restricted to emergency situations in which there is imminent risk of injury by a student to self or others. Physical restraint shall not be used except when used as a last resort and only when: the student's behavior poses imminent risk of injury to self or others; and, other less restrictive interventions are ineffective.
- C. A student shall never be physically restrained by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Physical restraint of a student shall be discontinued as soon as the imminent risk of injury to self or others has dissipated. See Section 9 for further information.

- E. While transporting a student on a moving vehicle, a bus harness or other safety equipment may be required and is permissible for safety purposes. The need and use of any bus harness or safety equipment used to restrain a student during transportation must be documented. Mechanical or chemical restraints are otherwise not authorized.
- F. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified healthcare professional) is prohibited.
- G. A School employee may never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician.
- H. Every instance in which restraint is used shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.
- I. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be physically restrained and a school nurse or other certified school employee, who was not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the restraint of the student. See section 9.
- J. Physical restraint 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 healthcare 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
 - (5) 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 section 10-76d of the general statutes, as amended by this act, or
 - prescribed or recommended by a medical professional, as defined in section 38a-976 of the general statutes, and is the least restrictive means available to prevent such self-injury
- K. If any instance of physical restraint or seclusion of a student otherwise permissible under subsection (B) or (D) of this section exceeds fifteen minutes,
- (1) an administrator, as defined in section 10-144e of the general statutes, or such administrator's designee,

(2) a school health or mental health personnel, as defined in subsection (a) of section 10-212b of the general statutes, or

(3) a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion pursuant to subsection (o) of this section,

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.

II. PROHIBITED PRACTICES

(Applies to **all** "students" including students at risk or students identified as requiring special education services)

- A. **Life-threatening physical restraint** - No provider of care, education or supervision of a person at risk and no assistant provider may use a life-threatening physical restraint on a person at risk. This section shall not be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available in the CGS Sections 53a-18 to 53a-22, inclusive. The use of prone restraint is prohibited.
- B. **Use of a psychopharmacologic agent** - No school employee may use a psychopharmacologic agent on a student without that student's consent 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, as developed consistent with the CGS Section 17a-543 or if no such plan has been developed as part of a licensed practitioner's initial orders. 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. Use of restraint and seclusion as an identified "planned intervention" in the individualized education program (IEP) is prohibited.
- D. Physical restraint shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
 - a. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.

- b. Throwing objects (not directed), roaming/running around a classroom, leaving an area, inappropriate verbalizations/swearing, tipping of chairs, and/or refusals are not actions should not indicate an imminent risk of injury, and shall not result in restraint.
 - c. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and shall not be the justification for restraint of a student.
- E. Restraint shall never be used as a punishment, or to force compliance with staff commands.
- F. No school employee shall use a life-threatening physical restraint on a student.
- a. Physical restraint or hold of a person shall not:
 - i. restrict the flow of air into a person's lungs, whether by chest compression or any other means; or
 - ii. immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.
- G. When known medical or physical condition of the student would make restraint dangerous for that, physical restraint shall not be used.
- H. The use of prone (face down) restraint is prohibited.
- I. No school employee shall use a physical restraint on a student unless such school employee has received training on the proper means for performing such physical restraint pursuant to subsection (o) of Section 1 of PA 15-141.
- J. This section shall not be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available in the CGS Sections 53a-18 to 53a-22.

III. USE OF SECLUSION

- A. No school employee shall place a student in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative. No student shall be placed in seclusion unless:

(1) such student is monitored by a school employee during the period of such student's seclusion

pursuant to subsection (m) of this section, and

(2) the area in which such student is secluded is equipped with a window or other fixture allowing such student a clear line of sight beyond the area of seclusion. Seclusion of a student may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.

- B. Every instance in which seclusion is used shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees. Every effort shall be made to avoid the need for the use of seclusion of a student.
- C. Seclusion shall not be used except when used as a last resort and only when:
 - 1. the student's behavior poses imminent risk of injury to self or others;
 - 2. other less restrictive interventions are ineffective and/or
 - 3. the Planning and Placement Team has analyzed data to determine the use of seclusion, in compliance with current CSDE guidance and as part of the Behavior Intervention Plan, is an appropriate intervention.
- D. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded.
- E. Time out does not constitute seclusion.
- F. Seclusion environments shall
 - 1. Be of reasonable size to accommodate the student and at least one adult;
 - 2. Be of reasonable size to permit students to lie or sit down
 - 3. Have adequate ventilation including heat and air conditioning as appropriate;
 - 4. Have adequate lighting;
 - 5. Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass;
 - 6. Provide the student a continuous line of sight, as described in CT statutes.
 - 7. Shall meet current fire and safety codes
 - 8. In accordance with current CT Special Education Regulation: if any locking mechanism is used, it 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 the purpose of this subdivision includes, but is not limited to,
 - a. The need to provide direct and immediate medical attention to the person at risk
 - b. Fire
 - c. The need to remove the person at risk to a safe location during a building lockdown or
 - d. Other critical situations that may require immediate removal of the person at risk from seclusion to a safe location.

IV. When Seclusion Procedures SHALL NOT BE USED

- A. Seclusion shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in seclusion of a student.
- C. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and shall not be the justification for seclusion of a student.
- D. When known medical or physical condition of the student would make seclusion dangerous for that student, the student may not be secluded.
- E. Seclusion shall never be used as a punishment, or to force compliance with staff commands.
- F. Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.

V. TIME-OUT

Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Time-out shall be both developmentally and behaviorally appropriate and shall be short in duration.

VI. MONITORING

Any student who is **physically restrained shall be *continually* monitored** by a school employee.

Any student who is **involuntarily placed in seclusion shall be *frequently* monitored** by a school employee.

Each student so restrained or in seclusion shall be regularly evaluated by a school employee for indications of physical distress. For purposes of this subsection, "monitor" means (1) direct observation or (2) observation

by way of video monitoring within physical proximity sufficient to provide aid as may be needed. The school employee conducting the evaluation shall record each evaluation in the student's educational record.

VII. FREQUENCY OF MONITORING

If any instance of physical **restraint or seclusion of a student otherwise permissible under PA 15-141 exceeds 15 minutes**, 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 injury to self or others:

- **an administrator**, as defined in the CGS Section 10-144e **or such administrator's designee**;
- **a school health or mental health personnel**, as defined in subsection (a) of the CGS Section 10-212b; **or**
- **a board certified behavioral analyst**.

This individual shall make a new determination every 30 minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

VIII. DEBRIEFING

As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee shall do the following:

1. meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper de-escalation procedures to prevent the need for restraint or seclusion;
2. debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
3. provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

IX. INCIDENT DOCUMENTATION AND REPORTING (APPLIES TO ALL STUDENTS)

Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:

- 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; and
- a detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- While incident reports for general education students should be maintained in student/school file, they are not submitted to CSDE via the data submission portal. (Only students identified as Special Education or in the referral process are reported to CSDE)

Note: A standard model form for reporting an incident of restraint and a form for reporting an incident of seclusion are available on the Connecticut State Department of Education (CSDE) Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#Legal> and are included in the appendix to this document.

X. RECORDING AND REPORTING

Recording Requirements for all Students - General and Special Education

Each local or regional board of education and each institution or facility operating under contract with a local or regional board of education must:

- record each instance of the use of physical restraint or seclusion on a student;
- specify whether the use of seclusion was in accordance with an IEP;
- specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
- include such information in an annual compilation on its use of such restraint or seclusion on students.

XI. REPORTING REQUIREMENTS

PA 15-141 requires the CSDE to collect data from each local or regional board of education and each institution or facility operating under contract with a local or regional board of education.

The required data includes:

- all instances of the emergency use of restraint or seclusion – any escort in excess of temporary touching or holding for the purpose of guiding or inducing a student to walk to another location WILL BE reported as a RESTRAINT: FORCIBLE ESCORT. (NEW July 2019)
- the status of the student (special education eligible or in the referral process); currently, CSDE does not collect data regarding general education students;
- the nature of the emergency that necessitated its use;
- all instances of the seclusion via an IEP; and
- all instances of physical injury as a result of restraint or seclusion including serious injuries (defined as requiring attention beyond basic first aid).

If the use of such restraint or seclusion results in physical injury to the student, the local or regional board of education and each institution or facility operating under contract with a local or regional board of education

that provides special education for children pursuant to the CGS subsection (d) of Section 10-76d shall report the incident to the State Board of Education (SBE) and shall include such incident in the report. The SBE shall report any incidence of serious injury or death to the director of the Office of Protection and Advocacy for Persons with Disabilities and, if appropriate, to the Office of Child Advocate (See the Special Education Data Application and Collection Restraint and Seclusion Users Guide at http://www.csde.state.ct.us/public/help/sedac/default.aspx?sec=Restraint_and_Seclusion&ss=null).

Definition of an Injury:

- non-serious injury includes red marks, bruises or scrapes that require a Band-Aid or application of basic first aid; and
- serious injury includes any injury requiring medical attention beyond basic first aid.

XII. REQUIRED MEETINGS

General Education Students (all students K-12)

In the event that physical restraint or seclusion is used on a student four or more times within 20 school days, a team composed of an administrator, one or more of such student's teachers, a parent or guardian of such student and, if any, a mental health professional, as defined in the CGS Section 10-76t, shall convene for the purpose of:

- conducting or revising a behavioral assessment of the student;
- Creating, reviewing, or revising any applicable Behavior Intervention Plan; and
- Determining whether such student may require special education pursuant to the CGS Section 10-76ff.

Students requiring special education or a child being evaluated for eligibility for special education pursuant to the CGS Section 10-76d, as amended by this act and awaiting a determination.

In the event that physical restraint or seclusion is used on an above defined student four or more times within 20 school days such student's PPT shall convene for the purpose of:

- conducting or revising an FBA of the student;
- Creating, reviewing, or revising any applicable BIP, including but not limited to, such student's IEP; and
- reviewing or revising accommodations of the IEP.

The school level data team and/or the PPT should review the number of occurrences of the use of restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of restraint or seclusion in a 20 day period.

XIII. PARENTAL NOTIFICATION

Each local or regional board of education must notify a parent or guardian of a student who is placed in physical restraint or seclusion not later than 24 hours after the student was placed in physical restraint or seclusion and shall make a reasonable effort to provide such notification immediately after such physical restraint or seclusion is initiated. Page 8 of 9 | Connecticut State Department of Education

A written report to the parent/guardian must follow within two business days of the incident. The written report must include all information outlined in the model incident reports available on the CSDE Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#Legal>.

- The building administrator or designee shall attempt to verbally report every instance in which seclusion or restraint is used on a student to the student's parent or guardian no later than the end of the school day or as soon as practical, but not later than 24 hours after the student was placed in physical restraint or seclusion
- The building administrator or designee shall also send written notification to the student's parent or guardian after every instance in which seclusion or restraint is used on a student; this written notice must be sent within two business days. The written report must include all of the information outlined in the model incident report available on the CSDE Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#Legal>,
- The building administrator or designee shall also send a copy of the written notification to the district office within 24 hours of a restraint and/or seclusion.

XIV. USE OF DATA

Data on the frequency of the use of restraint or seclusion for all children should be periodically reviewed at school leadership meetings, grade-level meetings and other meetings of school staff. Data to be reviewed at these meetings should include information consistent with privacy laws, about the frequency and duration of restraint or seclusion incidents across individual children, groups of children (e.g., gender, race, national origin, disability status and type of disability, limited English proficiency, etc.), settings, individual staff and programs, as well as the number and proportion of children who were restrained or placed in seclusion, since the last meeting and for the year to date. Such reviews should be used to determine whether state, district and school policies are being properly followed, whether procedures are being implemented as intended and whether the school staff should receive additional training on the proper use of restraint or seclusion, or positive behavioral supports and other preventive interventions.

XV. TRAINING AND PROFESSIONAL DEVELOPMENT

No school employee shall use physical restraint or seclusion unless the school employee has received training on the proper means for performing such physical restraint or seclusion.

The Griswold Public Schools will provide all school employees (professionals, paraprofessionals, and administrators) training regarding physical restraint and seclusion of students; this training shall be phased in over a three year period beginning July 1, 2015, and shall include, but not be limited to:

- 1) An overview of relevant laws and regulations regarding the use of physical restraint or seclusion on students; such overview shall be provided by CSDE to all school professionals, paraprofessional staff members, and administrators on or after July 1, 2015 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.
- 2) The creation of a plan to be implemented no later than July 1, 2017 and will provide training and professional development regarding the prevention and proper use of physical restraint and seclusion, 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.

Such plan shall be implemented not later than July 1, 2017, and shall include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention and proper means of physically restraining or secluding a student not later than July 1, 2019, and periodically thereafter as prescribed by the Commissioner of Education.

APPENDICES

Parental notification of laws relating to the use of seclusion and restraint in the public schools revised July 2018 can be located at https://portal.ct.gov/-/media/SDE/Special-Education/2018_parental_notification_of_the_laws_relating_to_seclusion_and_restraint_in_the_public_schools.pdf?la=en

Public Act: PA 15-141

<https://www.cga.ct.gov/2015/act/pa/pdf/2015PA-00141-R00SB-00927-PA.pdf>

Crisis Intervention Teams

Griswold Elementary School

Principal – Joe Bordeau

Assistant Principal- Jackie Love

School Psychologist – Steve Wasilewski

Social Worker – Kelsey Hallock

School Counselor – Jessica Simoneau

Special Education Teacher – Judy Nagle / Danielle Edwards

Griswold Middle School

Principal -Glenn LaBossiere

Assistant Principal- Louis Zubek

Special Education Teacher - David Amaral

Special Education Teacher -Ryan Edgar

Instructional Assistant -Derek Schlender

Instructional Assistant -Ellen Shepard

Griswold High School

Principal – Erin Palonen

School Psychologist – John Cormier

Social Worker – Penny Avalos

Special Education Team Leader – Jessica Vicciarelli