



STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



How the CSDE is Working to Monitor, Track, and Reduce Restraint and Seclusion in Connecticut's Schools

In light of recent media attention on the usage of restraint and seclusion in Connecticut's schools, the following statement is being released to Connecticut State Department of Education (CSDE) stakeholders and partners to clarify the ongoing work within the CSDE to monitor, track, and reduce restraint and seclusion in Connecticut's schools.

The CSDE remains committed to supporting student and educator safety as an essential foundation for learning and we continue to do so within the confines of our statutory authority. Our state has taken multiple steps, including providing training and support, to ensure that restraint and seclusion is utilized as a **last resort** and only in response to an emergency situation in which the student or others are in immediate or imminent risk of injury. In Connecticut, seclusion and restraint are **not permissible** as part of a student's behavior intervention plan (BIP) or to be included as an intervention in a student's individualized education program (IEP).

- 1. CSDE provides training and support to districts.** The CSDE provides and sponsors training, technical assistance, and guidance to local education agencies (LEAs) on state and federal requirements, as well as on de-escalation strategies. This training can include discussion on current restraint and seclusion laws and recommended best practice strategies to reduce the use of restraint and seclusion in schools. Types of strategies may include the use of a Functional Behavior Assessment (FBA) to determine the "why" behind a student's behavior and the incorporation of findings of an FBA into a Behavior Intervention Plan (BIP).
- 2. CSDE collects analyzes, reviews, and tracks data for trend analysis and intervention.** The CSDE collects restraint and seclusion data from each local or regional board of education, institution, or facility that provides direct care, education, or supervision of persons at risk. The restraint and seclusion database collects required data, identifies the frequency of use of physical restraint and seclusion or both, and indicates whether the use of physical restraint or seclusion was an emergency. When a school district reports a restraint or seclusion, besides the date, time, length, location, it is required to enter a substantial amount of information in the state's reporting system. This is the current mechanism that is used at the state level to ensure that a student is not restrained or secluded excessively. Some of the required data entry requirements in the reporting system include the following:
 - whether the staff administering the restraint/seclusion were appropriately trained;
 - the reason or circumstance for the restraint or seclusion, or both;

- the type of restraint;
- any identified injury;
- the steps taken, including de-escalation strategies, to prevent the emergency; and
- notification of the parent and further action to be taken.

The current reporting form for restraint and seclusion can be found on the [CSDE website](#).

Within the statewide data collection process, the CSDE engages in a data certification process, which includes requiring school districts and/or programs with data reflecting a significant increase or decrease in restraints and/or seclusions to submit an explanation. The justifications are carefully reviewed, and as appropriate, may result in additional inquiries to the district to determine whether there is a need for follow up activities such as additional training or technical assistance.

Note: If a student has 4 restraints and/or seclusions within a 20 school day period, districts/schools must convene a Planning and Placement Team meeting to:

- Conduct or revise a functional behavior assessment of the student;
- Creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's IEP; and
- Reviewing or revising accommodations of the IEP.

3. Investigations. The CSDE's Bureau of Special Education (BSE) investigates individual complaints that are submitted by an individual or an organization that believes state laws and regulations have been violated. The formal complaint process entails a process of inquiry and a review of facts to determine whether a school or program has complied with the requirements of restraint and seclusion law. See: [Special Education State Complaint Procedures](#). Additionally, the CSDE investigates and reviews serious injury reports as also required per statute, and reports are forwarded to the Office of Disability Rights, Inc.

4. The CSDE is committed to a collaborative approach to decrease the use of restraints and seclusions in Connecticut.

The CSDE demonstrates continued commitment and active participation in the Statewide Restraint Prevention Group established by the Department of Developmental Services. This group brings together members from state agencies, advocacy organizations, community-based organizations, and other stakeholder groups to support local efforts to decrease the use of restraints in the child and adult service arena.

Questions regarding restraint and seclusion should be directed to the CSDE Bureau of Special Education:

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