



Seclusion & Restraint Policy

Introduction

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and restraint within Bricolage Academy following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE).

These procedures specifically address the statutory requirements of La.R.S. 17:416.21 (Louisiana Act 328 of 2011) and revised Louisiana Bulletin 1706 regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies that may be used by Bricolage Academy and its personnel in addressing the educational and social-emotional needs of students with exceptionalities.

Definitions

Definitions of terms as provided by the Louisiana Legislature in Act 328 which governs seclusion and restraint of students with exceptionalities:

Emergency– A sudden, generally unexpected set of circumstances that require immediate action.

Imminent risk of harm – An immediate and impending threat of a person causing substantial physical injury to self or others. The risk is “imminent” if it is likely to occur within a matter of moments.

Mechanical Restraint – The application of any device or object used to limit a person's movement.

Does NOT include:

1. A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider.
2. Any device used by a duly licensed law enforcement officer in the execution of his official duties.

Physical Escort – Touching or holding a student with or without the use of force for the purpose of directing the student to a new location. Physical escort does not include the unforced holding of a student's hand or other physical prompts for the purpose of safely guiding the student from one task to another or directing the student in and educational activity.

Physical Restraint – Bodily force used to limit a person's movement.

Does NOT include:

1. Consensual, solicited, or unintentional contact.
2. Holding of a student, by a school employee, for less than five minutes in any given hour or class period for the protection of the student or others.
3. Holding of a student, by a school employee, for the purpose of calming or comforting the student - provided the student's freedom of movement or normal access to his or her body is not restricted.
4. Minimal physical contact for the purpose of safely escorting a student from one area to another.
5. Minimal physical contact for the purpose of assisting the student in completing a task or response.

Positive Behavior Interventions and Support – A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

Seclusion – A procedure that isolates and confines a student in a separate room or area until he or she is no longer an immediate danger to self or others.

Seclusion Room - A room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.

School Employee - A teacher, paraprofessional, administrator, support staff member, or a provider of related services.

Substantial Risk of Injury – Behavior which has both the intent and available means to cause serious physical harm to self or others.

Time Out – A behavior reduction procedure that involves the absence of positive reinforcement for a limited period of time. Time out may include: (1) *Inclusionary time-out* where the student remains in sight and sound of others in the classroom; (2) *Exclusionary time-out* where the student leaves the learning environment and goes to another location but is not isolated and prevented from leaving. These forms of time-out are NOT considered by Bricolage Academy to constitute seclusion but must be monitored and documented at the school and classroom level to ensure that repetitive incidents of time-out do not occur and, if occurring, do not result in substantial isolation of the student from instructional activities.

Written Guidelines and Procedures – The written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to school behavior that may require immediate intervention

Reporting of Restraint or Seclusion

- **Notification Requirements for School Officials and Parents/Legal Guardians**

Parents must be notified within 24 hours if physical restraint or seclusion is used on their child. The Director of Student Support Services must also be notified when a student has been restrained/secluded. Date, time, method and person contacting the parent must also be documented on Seclusion/Restraint Report Forms (Appendix). Copies of Seclusion/Restraint Report Forms should be signed by the person completing form and school leader. Copies of the form must be sent within 24 hours of action to the Parent, Director of Special Education, and Principal.

- **Explanation of Methods of Physical Restraint**

Employees with Crisis Prevention Institute Training (CPI) are trained to focus on prevention and use proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. When practical, these employees are the 'first responders' in situations that may escalate to the point of physical restraint. These employees are trained to practicing the principles of non-harmful physical intervention, thereby reducing the risk of injury.

- **Training Requirements Relative to the Use of Restraint**

The Principal will select the employees to be CPI trained. The training will be conducted by a certified trainer with refreshers/updates provided annually. The Director of Special Education will maintain documentation of training.

- **Dissemination of guidelines and procedures to all school employees**

All school employees, will be provided a copy of the Bricolage Academy Seclusion and Restraint Policy during the first 3 weeks of school. All employees will be afforded the opportunity to receive

additional information upon their request. School administrators will provide a copy to all employees and obtain their signature indicating receipt of the information.

- Dissemination of guidelines and procedures to every parent of a child with an exceptionality

The Bricolage Academy Seclusion and Restraint Policy and Procedures will be posted on the Bricolage Academy School web site. The Code of Conduct, which is distributed to all parents, will include a statement about how and where to access the Bricolage Academy Seclusion and Restraint Policy. Parents of all students with an IEP will receive a copy during the first 3 weeks of the school year.

Seclusion

Seclusion is a procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others. Seclusion does not include time-out, "which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming". The term does not include in-school suspension or student requested breaks.

Seclusion is **permitted** only:

1. For behaviors that involve an imminent risk of harm.
2. **As a LAST resort** when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.
3. **As long as necessary** to minimize the imminent risk of harm while summoning the assistance of crisis intervention personnel, emergency medical services personnel, and/or law enforcement officers when a crime has been committed.

Seclusion is **prohibited**:

1. For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Such behaviors shall be responded to with less stringent and less restrictive techniques).
2. As a form of discipline or punishment.
3. As a threat to control, bully, or obtain behavioral compliance.
4. For the convenience of school personnel.
5. When unreasonable, unsafe, or unwarranted.
6. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

Seclusion Room

Seclusion Room is **permitted** only under the following conditions:

1. **As a last resort** if and when less restrictive measures such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm.
2. **By a school employee** who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he/she is in the seclusion room.

3. If one student is placed in a seclusion room at any given time and the school employee supervising the student is able to see and hear the student the entire time the student is placed in the seclusion room.
4. The room is free of any object that poses a danger to the student placed in the room.
5. The room has an observation window and is of a size appropriate for a student's size, behavior, and chronological and developmental age.
6. The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

Seclusion Room is **prohibited**:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

Mechanical Restraint

No student shall be subjected to any form of mechanical restraint by school employees.

Physical Restraint

Physical Restraint is **permitted** only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others.
2. **As a last resort** to protect the safety of self and others.
3. To the degree necessary to stop dangerous behavior.
4. In a manner that causes no physical injury to the student.
5. Results in the least possible discomfort to the student.
6. Does not interfere in any way with a student's breathing or ability to communicate with others.
7. Does not involve the use of any form of mechanical restraint.
8. The student is not physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
9. Applied only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.

Physical Restraint is **prohibited**:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

Monitoring and Documentation

Seclusion and Restraint requires monitoring, documentation, and analysis of data collected onto the Documentation of Seclusion or Restraint form:

1. Continuous monitoring.
2. Documentation every 5 minutes (with adjustments made accordingly).
3. Student is released/removed as soon as the reasons for the action have subsided.
4. Parent/guardian notified as soon as possible. The school shall document all efforts, including conversations, phone calls, electronic communications, and home visits, to notify the parent of a student who has been placed in seclusion or physically restrained.
5. Parent/guardian, Director of Special Education, and Principal notified in writing within 24 hours of EACH incident of seclusion/restraint.
 - a. Reason for seclusion/restraint
 - b. Description of procedures used
 - c. Length of time of seclusion/restraint
 - d. Names and titles of school employees involved
6. School employee who used seclusion/restraint shall complete Documentation of Seclusion or Restraint Forms for each incident of restraint and/or seclusion.

Review data/documentation at least once every 3 weeks for students secluded and restrained and whose challenging behavior continues or escalates. When a student is involved in 5 incidents of restraint/seclusion in a single school year*, the IEP Team must reconvene to review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports. The IEP team may reconvene prior to the 5th incident in order to add or adjust the behavior plan and/or add a crisis plan.

*Five (5) incidents in a school year includes the cumulative number of incidents of restraint AND seclusion. (e.g., 2 restraints + 3 seclusions = 5 incidents)

SECLUSION AND RESTRAINT PROCEDURES

- **Dissemination of Policy, Procedures, and LDE Guidance**

The Principal shall make available to school personnel and the parents/guardians/students of majority age, copies of La.R.S. 17:416.21 (Louisiana Act 328 of 2011), LDE Guidance, and local policies and procedures regarding the use of reasonable restraint and seclusion of students with exceptionalities in the educational environment. It shall be considered permissible to publish such regulations, guidance, policies and procedures on the website of Bricolage Academy. Such restraint and seclusion notification shall also be referenced and/or included in the annual notice of student rights and responsibilities provided to the parents/guardians/students of majority age.

- **Use of Restraint and/or Seclusion By School Personnel**

TIME OUT: School personnel may separate a student from other students for a limited duration as a behavior management technique, as long as the student is monitored at all times and is not substantially isolated from instructional activities. TIME OUT is not considered seclusion; however, TIME OUT periods must be documented to ensure that repetitive incidents of TIME OUT do not occur and to ensure that repetitive behaviors are addressed appropriately. Monitoring requires close, visual proximity to the

student, release as soon as the behaviors cease that led to the isolation/seclusion, the space where the student is secluded has adequate lighting, ventilation, heating and cooling, the space is free of objects or items that may unreasonably expose the student to danger; the space is designated by the school as a safe environment for temporary, safety-required seclusion.

SECLUSION: School personnel may use seclusion (isolation and confinement of the student in a separate area) ONLY when the student poses an immediate risk of danger to self or others as more fully described below:

1. The person is in control of a weapon;
2. Isolation is needed to break up a fight or maintain order at the school;
3. The person poses a viable threat of imminent harm to self or others or substantial destruction of school property;
4. Isolation is required/specified by a student's IEP, Section 504 Plan, and/or Behavior Intervention Plan;
5. Other such incidents involving imminent risk of significant injury to the student or others.

Seclusion SHALL BE:

1. The action of last resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.
2. Used only as long as necessary to minimize the risk of harm while summoning the assistance of crisis intervention personnel, emergency medical services personnel, and/or law enforcement officers when a crime has been committed.

Seclusion SHALL NOT be used:

1. As the sole means of behavioral intervention and support for any student with a disability
2. As a form of discipline or punishment
3. As a threat to control, bully, or obtain behavioral compliance
4. For the convenience of school personnel
5. When unreasonable, unsafe, or unwarranted
6. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care providers in a written statement provided to the school in which the student is enrolled); or
7. After the substantial risk of injury no longer exists.

Monitoring:

A student placed in seclusion must be monitored/supervised at all times by an adult. Monitoring requires close, visual proximity to the student, release as soon as the behaviors cease that led to the isolation/seclusion, the space where the student is secluded has adequate lighting, ventilation, heating and cooling, the space is free of objects or items that may unreasonably expose the student to danger; the space is designated by the school as a safe environment for temporary, safety-required seclusion.

Note:

Seclusion used for reasons other than imminent risk of harm and contrary to the procedures listed above shall be considered unreasonable and strictly prohibited. Seclusion SHALL NOT be used as a disciplinary consequence for minor infractions or to otherwise isolate the student from needed educational instruction.

SECLUSION ROOM: School personnel may confine a student with a disability to a seclusion room (a room or other confined area from which the student is involuntarily prevented from leaving) on an individual basis and for a limited time to allow the student the opportunity to regain control in a private setting. When the use of a seclusion room is necessary, the student with a disability should be escorted to the seclusion area without the use of physical force. Physical prompts are permissible for the purpose of safely guiding the student from one area to another, but care should be taken to limit the use of physical contact with the student and to avoid the use of physical force. Verbal redirection and other means of positive support should be used before resorting to physical means.

- **ENVIRONMENTAL AND OTHER CONDITIONS:**

When a seclusion room is necessary as a last resort (after less restrictive measures have been used such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of the student's environment), the following environmental and other conditions are REQUIRED:

1. The student must be supervised by a school employee;
2. The supervising employee must be able to see and hear the student the entire time the student is confined to the seclusion room;
3. The seclusion room must be free of any object that poses a potential danger to the student while in the room;
4. The seclusion room must have an observation window of a size appropriate to the student's size, behavior, and chronological and developmental age;
5. The seclusion room must have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school;
6. The seclusion room must NOT be used as a form of discipline or punishment or to threaten or bully the student or to obtain behavioral compliance;
7. The seclusion room must NOT be used for the convenience of school personnel or when unreasonable, unsafe, or unwarranted;
8. The seclusion room IS NOT PERMITTED for use by a student has a known medical or psychological condition that precludes its use (as certified by a licensed health care provider in a written statement provided to the school).

DOCUMENTATION: All incidents of seclusion and use of a seclusion room must be documented on the Documentation of Seclusion or Restraint Forms. A copy of the procedures governing the use of seclusion/seclusion rooms should be provided to the parent(s) and/or student of majority age at each student's annual IEP review meeting. A statement can be added to the IEP document indicating that the parent was provided a copy of the school district's restraint/seclusion procedures.

INCIDENT REPORTING: Reporting the use of seclusion and/or restraint MUST be made to SPECIFIED individuals within the timelines indicated in these procedures and recorded on the Documentation of Seclusion or Restraint Forms. Seclusion/Restraint Reporting data must be analyzed at least annually. These procedures should be reviewed and revised as necessary to ensure appropriateness and effectiveness. Data will be used to track the number of incidents of seclusion by student, staff, and type of incidents; description and number of injuries sustained by student and/or staff and the nature of any such injuries; and other factors such as precipitating events and other observable factors.

Bricolage Academy

Physical Restraint Documentation Form

Student Name: _____ Date of Report: _____

School: Bricolage Academy Grade: _____ Exceptionality: _____

Date of Restraint: _____ Time of Restraint: _____ Start Time: _____ End Time: _____

Teacher/Staff Initiating Restraint: _____

Procedure used during the physical restraint was: _____

Injuries: Yes No Details: _____

Describe Behavior of Student and Environmental Situation Precipitating Physical Restraint:

Location: _____ Students/Staff Present: _____

Class/Specific Activity at Time of Physical Restraint/Preceding Physical Restraint:

Other Possible Triggers: _____

Name of Parent Notified? _____ Time & Date of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained and/or secluded 5 or more times this year? Yes No

If Yes, it is MANDATORY that the IEP Team be reconvened promptly to review and revise, if necessary, the BIP and/or appropriate behavioral supports.

Other Comments or Observations: _____

Person Initiating Restraint _____ Signature _____ Principal _____ Signature _____

This form must be completed within 24 hours. Copies must be sent to Parent, Director of Special Education, and Principal, within that time period.

Bricolage Academy

Seclusion Documentation Form

Student Name: _____ Date of Report: _____

School: Bricolage Academy Grade: _____ Exceptionality: _____

Date of Seclusion: _____ Time of Seclusion: _____ Start Time: _____ End Time: _____

Teacher/Staff Initiating Seclusion: _____

Person(s) Supervising Student During Seclusion: _____

Describe Behavior Warranting Seclusion: _____

Possible Triggers: _____

It is MANDATORY that the student be monitored constantly.

- | | | |
|-------------|--------------------------|------------------------|
| 1. Agitated | 4. Hostile | 7. Self Abusive |
| 2. Calm | 5. Physically Aggressive | 8. Verbally Aggressive |
| 3. Crying | 6. Quiet | 9. Other: _____ |

Document behavior every 5 minutes using codes above. Start time: _____ End time: _____
5 min 10 min 15 min 20 min 25 min 30 min 35 min 40 min 45 min 50 min 55 min 60 min

Name of Parent Notified? _____ Time & Date of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained and/or secluded 5 or more times this year? _____ Yes _____ No

If Yes, it is MANDATORY that the IEP Team be reconvened promptly to review and revise, if necessary, the BIP and/or appropriate behavioral supports.

Other Comments or Observations: _____

Person Initiating Seclusion _____ Signature _____ Principal _____ Signature _____

This form must be completed within 24 hours. Copies must be sent to Parent, Director of Special Education, and Principal, within that time period.

Louisiana's Seclusion/Restraint Law

Louisiana Revised Statute §17:416.21 - Behavior of students with exceptionalities; use of seclusion and physical restraint

§416.21. Behavior of students with exceptionalities; use of seclusion and physical restraint

A. As used in this Section:

(1) "Imminent risk of harm" means an immediate and impending threat of a person causing substantial physical injury to self or others.

(2)(a) "Mechanical restraint" means the application of any device or object used to limit a person's movement.

(b) Mechanical restraint does not include:

(i) A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider.

(ii) Any device used by a duly licensed law enforcement officer in the execution of his official duties.

(3)(a) "Physical restraint" means bodily force used to limit a person's movement.

(b) Physical restraint does not include:

(i) Consensual, solicited, or unintentional contact.

(ii) Holding of a student, by a school employee, for less than five minutes in any given hour or class period for the protection of the student or others.

(iii) Holding of a student, by one school employee, for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.

(iv) Minimal physical contact for the purpose of safely escorting a student from one area to another.

(v) Minimal physical contact for the purpose of assisting the student in completing a task or response.

(4) "Positive behavior interventions and support" means a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

(5) "School employee" means a teacher, paraprofessional, administrator, support staff member, or a provider of related services.

(6) "Seclusion" means a procedure that isolates and confines a student in a separate room or area until he or she is no longer an immediate danger to self or others.

(7) "Seclusion room" means a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.

(8) "Written guidelines and procedures" means the written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to student behavior that may require immediate intervention.

B.(1) Seclusion shall be used only:

(a) For behaviors that involve an imminent risk of harm.

(b) As a last resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.

(2) Seclusion shall not be used to address behaviors such as general noncompliance, self-stimulation, and academic refusal. Such behaviors shall be responded to with less stringent and less restrictive techniques.

(3)(a) A seclusion room shall be used only as a last resort if and when less restrictive measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm.

(b) A student shall be placed in a seclusion room only by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he or she is in the seclusion room.

(c) Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.

(4) A seclusion room shall:

(a) Be free of any object that poses a danger to the student placed in the room.

(b) Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.

(c) Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

C.(1) Physical restraint shall be used only:

(a) When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others.

(b) To the degree necessary to stop dangerous behavior.\

(c) In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others.

(2) No student shall be subjected to any form of mechanical restraint.

(3) No student shall be physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.

(4) A student shall be physically restrained only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.

D. Seclusion and physical restraint shall not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.

E. No student shall be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint.

F. A student shall not be placed in seclusion or physically restrained if he or she is known to have any medical or psychological condition that precludes such action, as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled.

G. A student who has been placed in seclusion or has been physically restrained shall be monitored continuously. Such monitoring shall be documented at least every fifteen minutes and adjustments made accordingly, based upon observations of the student's behavior.

H. A student shall be removed from seclusion or released from physical restraint as soon as the reasons for justifying such action have subsided.

I.(1) The parent or other legal guardian of a student who has been placed in seclusion or physically restrained shall be notified as soon as possible. The student's parent or other legal guardian shall also be notified in writing, within twenty-four hours, of each incident of seclusion or physical restraint. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint, and the names and titles of any school employee involved.

(2) The director or supervisor of special education shall be notified any time a student is placed in seclusion or is physically restrained.

J. A school employee who has placed a student in seclusion or who has physically restrained a student shall document and report each incident in accordance with the policies adopted by the school's governing authority. Such report shall be submitted to the school principal not later than the school day immediately following the day on which the student was placed in seclusion or physically restrained and a copy shall be provided to the student's parent or legal guardian.

K. If a student is involved in five incidents in a single school year involving the use of physical restraint or seclusion, the student's Individualized Education Plan team shall review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports.

L. The documentation compiled for a student who has been placed in seclusion or has been physically restrained and whose challenging behavior continues or escalates shall be reviewed at least once every three weeks.

M.(1) The governing authority of each public elementary and secondary school shall adopt written guidelines and procedures regarding:

(a) Reporting requirements and follow-up procedures.

(b) Notification requirements for school officials and a student's parent or other legal guardian.

(c) An explanation of the methods of physical restraint and the school employee training requirements relative to the use of restraint.

(2) These guidelines and procedures shall be provided to all school employees and every parent of a child with an exceptionality.

N.(1) The governing authority of each public elementary and secondary school shall report all instances where seclusion or physical restraint is used to address student behavior to the Department of Education.

(2) The Department of Education shall maintain a database of all reported incidents of seclusion and physical restraint of students with exceptionalities and shall disaggregate the data for analysis by school; student age, race, ethnicity, and gender; student disability, where applicable; and any involved school employees.