



Restraint and Seclusion Reporting **Guidance Document**

Complete a Restraint and Seclusion Incident Report...

...to document restraint and/or seclusion as per Chapter 33 guidelines

Restraint is defined as: A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely

Seclusion is defined as: Involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit



If Restraint/Seclusion was utilized, the case manager/provider will alert parents of the use of restraint/seclusion the same day per Maine Regulations.

Note: If two or more incidents occur, the case manager needs to contact the Special Education Office to schedule an IEP meeting to review incidents, revise the current behavior plan, or (if deemed appropriate) request a Functional Behavior Assessment (FBA).



The case manager/provider will share the completed report form to the Director of Student Services for review and approval. The Director will:

- Ensure all aspects of the form are complete,
- Ask for any additional information or clarifications,
- Document the number of incidences for each student.

The Director then will send the completed incident report form to the Special Education Office for disbursement.



The Special Education Office will:

- Send copy of incident report home to parents
- Provide a copy to the Building Principal/Assistant Principal
- Place copy in file

Important Considerations

• Incident Reports need to be completed as close as possible to the time of the incident. See specific legal state timelines below:

- End of day- Notify parents of restraint/seclusion via phone or email or other means as necessary
- Within 2 days- School staff complete the Incident Report
- Within 2 days- Hold “debriefing” meeting with staff and student (separate meetings)
- Within 7 calendar days- Provide parents with written Incident Report