



Bi-County Collaborative
Making It Possible

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September 16, 2026

Restraint Policy and Procedures

Dear Bi-County Collaborative Families:

I am writing as a follow-up from my letter on August 14, 2026 regarding the updated Restraint Regulations that took effect August 17, 2026.

Here at the Bi-County Collaborative, we do not and have not engaged in the use of seclusion in any of our programs. We do employ time out practices in line with a continuum of behavioral approaches that are individualized for each student, reviewed periodically, and used in consultation with clinical support embedded in our programming.

Attached you will find the updated policy that was voted on and passed by our Board of Directors on September 10, 2026 along with the associated procedures. This policy and the procedures are also posted on our website at www.bicounty.org under the Parents and Students tab- Resources.

We always look forward to opportunities to connect with you and answer any questions you might have. Please feel free to contact us at your convenience. Thank you for your continued collaboration and support. We truly value your partnership and the opportunity to be part of your student's education.

Sincerely,

Carolyn J. Lyons
Executive Director



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Bi-County Collaborative' Policy on Physical Restraint and Time-Out

(CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program)

The Bi-County Collaborative complies with the Department of Elementary and Secondary Education (hereinafter "DESE") regulations governing the use of physical restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter "Regulations"). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. Additional information, including a copy of the regulations can be obtained from the Director of Student Support Services Office or obtained at <https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>.

Only lawful physical restraint will be used in the Bi-County Collaborative. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- a. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- b. To prevent or minimize any harm to the student as a result of the use of physical restraint.

* Nothing in this policy shall preclude a teacher, employee, or agent of the Bi-County Collaborative from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. Nothing in this Policy or the Regulations prohibits law enforcement or school security personnel from exercising their responsibilities, including physical detainment of an individual alleged to have committed a crime or posing a security risk.

DEFINITIONS (603 CMR 46.02):

Mechanical Restraint: the use of any physical device or equipment to restrict a student's freedom of movement.

- ☐ Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student, that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a

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student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior.

- ☐ Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement.

The following are not physical restraints:

- ☐ Brief physical contact to promote student safety (such as guiding a student or re-directing a student);
- ☐ Providing physical guidance or prompting when teaching a skill;
- ☐ Redirecting attention or providing comfort by touch (such as to a shoulder, face or torso);
- ☐ Physical escort (as defined above)

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave.

The following are not seclusion:

- ☐ A classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom;
- ☐ Placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction;
- ☐ Time-out (as defined below)

Time-Out: a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT (603 CMR 46.03):

Physical restraint is an emergency procedure of last resort. It may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others, and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

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Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. The staff member administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in 603 CMR 46.05.

PROHIBITIONS

Mechanical restraint, medication restraint, prone restraint (unless permitted under the conditions described below), seclusion (unless permitted under the conditions described below) and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are strictly prohibited in the Bi-County Collaborative.

Physical restraint, of any kind, shall not be used:

- a. As a means of discipline or punishment;
- a. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- a. As a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- a. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific, advance documentation, are met:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraint have failed to ensure the safety of the student and/or others;
3. There are no medical contraindications, as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency and the use of prone restraint is approved in writing by the Principal/Program Director; and
6. The program has documented all of the above before using prone restraint and maintains the documentation.

The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with the regulations at 603 C.M.R. 46.00.

Seclusion is prohibited, except on an individual basis and when all of the following conditions, which require specific, advance documentation, are met:

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1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. The student is not responsive to directives or other less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;
3. Other forms of intervention have failed to ensure the safety of the student and/or others;
4. There are no medical contraindications, as documented by a licensed physician;
5. There is psychological or behavioral justification for the use of seclusion and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
6. The program has obtained consent from the student's parent and, if appropriate, the student, to use seclusion in an emergency and the use has been approved in writing by the Principal/Program Director;
7. Any individual using seclusion has received training about alternative behavior interventions and management techniques; and
8. The program has documented all of the above before using seclusion and maintains the documentation.

No written individual behavior plan or individualized education program (IEP) may include use of seclusion as a standard response to any behavior. At all times during the use of seclusion, a staff member will continuously monitor and observe the student, be immediately available to the student, and continue to use calming and deescalation strategies with the student, unless it is unsafe or counterproductive to do so. The emergency use of seclusion will cease as soon as the student's behavior no longer poses a threat of assault or imminent serious physical harm or if the student is observed to be in severe distress. The Principal/Program Director's approval must be obtained if seclusion is used for a period longer than 30 minutes.

Any program of the Bi-County Collaborative which uses seclusion, consistent with the requirements above, must examine alternatives and strategies for reducing and eliminating its use no later than 3 years from the effective date of the Regulations.

PROPER ADMINISTRATION AND SAFETY REQUIREMENTS (603 CMR 46.05)

Only personnel who have received training in either Safety Care or Crisis Prevention Intervention (CPI) pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

- a. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- a. Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

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- a. If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the Principal/Program Director. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- a. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- a. After the release of a student from a restraint, program staff shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint; reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and consideration of whether any follow-up is appropriate for students who witnessed the incident.

STAFF TRAINING

All school staff will receive training with respect to the Bi-County Collaborative restraint prevention and behavior support policy and requirements when restraint is used. Staff training will occur at the beginning of each school year, and, for new hires, within one month of being hired. Training shall include:

- Information on the role of various individuals in preventing restraint;
- The Physical Restraint and Time-Out Policy and procedures;
- Interventions that may preclude the need for restraint, including de-escalation techniques;
- Types of permitted physical restraints and related safety considerations;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training in the use of physical restraint, who may serve as school-wide resources to assist in ensuring proper administration of physical restraint.

In addition, the Principal/Program Director will identify program staff who will participate in additional, in-depth training on the use of physical restraint, consistent with the requirements of 603 CMR 46.04(3),(4).

REPORTING

Any and all physical restraints (including emergency seclusion, if used), regardless of duration, will be reported to the Principal/Program Director, the Parents, and the Department of Elementary and Secondary Education (DESE) as indicated below.

Reporting to Principal/Program Director: The staff member who administered the restraint/seclusion shall notify the Principal/Program Director or designee verbally as soon as possible and in writing no later than the next school working day. If the Principal/Program Director administered the restraint, the Principal/Program Director shall prepare the report and submit it to the Executive Director.

- The Principal/Program Director or designee shall maintain an on-going record of all reported instances of physical restraint and emergency seclusion, if any (the "Physical Restraint Log" and "Seclusion Log").

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- The Principal/Program Director shall conduct a weekly review of the Physical Restraint Log and Seclusion Log to identify student(s) who have been restrained/secluded multiple times during the week and convene teams to review the student's needs, as appropriate. The review team will review the written physical restraint reports; analyze the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved; consider factors that may have contributed to escalation of behaviors and alternatives to restraint, with the goal of reducing or eliminating the use of restraint in the future; and create a written plan of action, if appropriate. The Principal/Program Director shall ensure that a record of any such individual student review team is maintained and made available to DESE or the Parents upon request.
- The Principal/Program Director shall also conduct a monthly review of the Physical Restraint Log and Seclusion Log in order to consider patterns in the time of day, day of week, or individuals involved; the number and duration of restraints/seclusions school-wide and for individual students; the number and type of injuries, if any, resulting from use of restraint; and the need for additional staff training, policy modifications, or other action to reduce or eliminate restraints.
- The Physical Restraint Log and Seclusion Log, if any, shall be made available for review by a parent (in accordance with student records regulations) or the DESE upon request.

Reporting to Parents: The Principal/Program Director or designee shall make reasonable efforts to inform the student's Parent(s) of the restraint within 24 hours of the event and shall notify the student's Parent(s) by written report within three school working days of the restraint. The information in the report shall comply with 603 CMR 46.06(4). The written restraint report must be provided to the student's parent(s) in the language in which report cards and other necessary school-related information are customarily provided. The Principal/Program Director shall provide the student and the parent(s) an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Reporting to DESE: If a physical restraint or emergency seclusion results in injury to either a student or a staff member, the Bi-County Collaborative will send a copy of the written report of that restraint to the DESE within three (3) school working days, along with a copy of Physical Restraint Log and Seclusion Log, if any, for the 30-day period prior to that restraint. Additionally, the Bi-County Collaborative will annually report physical restraint data to DESE in a manner and form directed by DESE.

SAFEGUARDS (603 CMR 46.07)

See also Policy SE 55 Special Education Facilities and Classrooms

Any room or area used for Time-Out will be clean, safe, and sanitary. It will be appropriate for the purpose of calming students, including being of appropriate size for the students served. It will be appropriately lighted, ventilated, and heated and cooled, consistent with the remainder of the building. The space will be free of objects or fixtures that are inherently dangerous and in compliance with local fire and building code requirements.

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Any room used for seclusion, if permitted under the conditions enumerated in 603 CMR 46.07(2), will meet the same physical requirements as a Time-Out space, described above. Any room used for seclusion will be inspected by the program for compliance with such requirements at least weekly.

PREVENTING STUDENT VIOLENCE AND SELF-INJURIOUS BEHAVIOR

As set forth in the Regulations, the Bi-County Collaborative shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning, behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

PARENT ENGAGEMENT

In accordance with the Regulations, the Bi-County Collaborative shall engage parent(s) in discussions about restraint prevention and the use of restraint solely in an emergency situation of last resort. This Physical Restraint and Time-Out Policy will be posted on the Bi-County Collaborative's website and within school handbooks. Parents are also welcome to request a meeting with the Principal/Program Director or Team Chair to discuss any individual restraint or to discuss restraint and time-out procedures in general use.

GREIVANCE PROCEDURE

The Bi-County Collaborative will consider and investigate any complaints that it receives regarding the use of physical restraint or time-out in school. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may submit a written complaint to the Principal/Program Director. The written complaint should include the time, date, and location of the incident; the names of all students and staff involved; and references to which aspects of this policy or the Regulations that the complainant believes have not been followed. The Principal/Program Director or designee will conduct a thorough investigation which may include interviewing the complainant, witnesses, staff, and/or the student; reviewing all written documentation leading up to and pertaining to the incident; and reviewing available data on physical restraint and/or time-outs within the building. The Principal/Program Director or designee will provide a written response to the complainant summarizing the investigation, conclusions, and corrective action, if any.

PREVENTION AND ALTERNATIVES TO PHYSICAL RESTRAINT

Students, families, and school staff each play a role in preventing restraint and ensuring the safety of the school community.

- **Students:** Students are responsible for knowing and following the school rules and code of conduct, as outlined in the Student/Family Handbooks. Students are also encouraged to report to staff whenever another student evinces violent or dangerous behavior towards themselves or others.
- **Families:** Families should be aware of and encourage adherence to the school rules and code of conduct, as outlined in the Student/Family Handbooks. Regular communication between Parent(s) and school is important to facilitate support for any student experiencing difficulty.
- **School Staff:** Staff are responsible for reviewing, attending training, and implementing the school policies and procedures, including those related to physical restraint and time-out. Staff

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are also responsible for discussing and explaining these policies and procedures to families and students to prevent misunderstanding.

- Administration: The Bi-County Collaborative will annually review its Physical Restraint and Time-Out Policy and related procedures, provide it to school staff, provide annual training to school staff, and make the policy and procedures available to families of enrolled students.

De-escalation Techniques and Alternatives to Restraint

Bi-County Collaborative' staff may utilize a variety of behavioral interventions in order to de-escalate a student, including but not limited to:

- Offering choices of activities
- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a movement break
- Opportunity for a sensory break
- Breathing exercises
- Access to a preferred, tangible item
- Reducing the demands/amount of work expected
- Reminding student of reinforcers available for engaging in appropriate behaviors (e.g. first work, then you can read)
- Prompting the student to use functional language to communicate their feelings or needs (e.g. if you are frustrated you can tell me "I need a break")
- Offering opportunities to speak with professionals (e.g. teacher, administrator, nurse, or guidance counselor)
- Working in small groups outside classroom on academic related work
- Time-out for the purpose of calming.
- Whenever there is a behavior support plan in place for a student, staff should defer to the specific interventions outlined in the behavior plan.

PROCEDURE FOR USE OF TIME-OUT

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or direction from staff, for the purpose of calming. During a time-out, the student will be continuously observed by staff in an unlocked setting from which the student is permitted to leave.

It is the expectation of the Bi-County Collaborative that a staff member will be physically present with the student during time-out; however, if it is not safe for the staff member to remain in the room with the student, staff will remain immediately available to the student and will continuously observe the student during time-out. The time-out will cease as soon as the student has calmed, based on staff observation of the student's physical cues, tone of voice, and demeanor. The student shall not be required to complete any specific task or checklist to demonstrate that he/she has calmed.

If a time-out may last longer than 30 minutes, staff will obtain approval from the Principal/Program Director or designee to continue the time-out. Any such approval will be based on careful consideration of the individual student's presentation and level of agitation. If, in the opinion of the Principal/Program

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Director or designee, the student has calmed, then the time-out will cease. For any time-out approaching or exceeding 30 minutes duration, staff will also consider the need to follow-up and debrief the incident with the student at a later time and/or whether the student's behavior warrants convening a Team meeting; modifying an existing behavior plan; or creating a new behavior plan. Staff will attempt to contact the student's parent(s) within 24 hours and offer an opportunity to discuss the circumstances of the extended time-out.

Time-out does not include time spent meeting with administrators; visits to nurses; performing an errand in another part of the school building; or working in small groups outside the classroom. Students may also take space for calming while remaining fully aware of the learning activities in the classroom. For example, "planned ignoring;" asking students to put their heads down; or placing a student in a different location within the classroom are alternatives to time-out.

Documenting Time-Out

It is the expectation of the Bi-County Collaborative that school staff will document the use of time-out for individual students in the following manner. For each instance of time-out, staff should record the student's name, date, location, time the time-out began, duration, behavior prior to time-out, person initiating the time-out, alternative behavior management strategies attempted, name of the staff present during time-out, strategies used to calm the student during the time-out, the written approval of the Principal/Program Director or designee if the time-out lasted longer than 30 minutes, and the attempts to notify the student's parent(s) if time-out lasted longer than 30 minutes. Such documentation of time-out shall be kept and reviewed by the Principal/Program Director or designee, in a manner similar to the Physical Restraint Log.



Bi-County Collaborative Physical Restraint and Time-Out Procedures

Purpose and Scope

The **Procedures for Restraint Prevention and Behavioral Support** document provides clear, operational steps to help staff put the principles of the **Physical Restraint and Time-Out Policy** into practice. While the policy outlines high-level standards and legal compliance, the procedures guide staff on specific day-to-day protocols, including proactive behavioral support, crisis de-escalation, proper implementation, and mandatory reporting requirements.

These procedures apply to All BICO programs

- All BICO employees
- Students receiving services
- School-sponsored activities/events
- Physical restraint
- Time-Out

Roles and responsibilities

Role	Responsibility
All Staff	Use prevention/de-escalation strategies; recognize that restraint is a last resort
Teacher/Case Manager	Coordinate student-specific prevention plans and follow-up
BCBA/Behavior Specialist	Assist with behavior assessment, prevention strategies, data review and plan development
Nurse	Address medical concerns/injury and medical contraindications
Program Director	Approve extensions, when a hold is over 20 minutes, oversee reporting, review incidents, ensure documentation
Principal/Program Director	Authorization responsibilities identified in policy
Clinical Staff	Assist with behavioral/psychological assessment and follow-up

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HR/Designated Administrator	Maintain training/acknowledgment records
Executive Director/Designee	Oversight of significant incidents/complaints
Program Leadership Team	Review trends and develop corrective action

Prevention and De-Escalation Procedure

Staff will utilize a variety of strategies to prevent escalation and de-escalate students, reducing the need for physical intervention, such as, but not limited to, the following.

- Choices
- Positive behavioral interventions
- Verbal redirection
- Movement breaks
- Sensory breaks
- Breathing exercises
- Preferred items
- Reduced demands
- Reinforcement
- Functional communication
- Access to professionals
- Small-group work
- Time-Out
- Collaborative problem solving

Before Considering Restraint, these steps should be taken.

Step 1: Identify escalation.

Step 2: Follow the student's IEP/BIP/crisis plan.

Step 3: Implement appropriate de-escalation strategies.

Step 4: Reduce environmental triggers.

Step 5: Assign one staff member to communicate with the student.

Step 6: Have additional staff manage peers/environment.

Step 7: Notify administration/clinical personnel as appropriate.

Step 8: Determine whether there is an imminent threat of serious physical harm.

Step 9: If the legal standard is met and less intrusive interventions have failed or are inappropriate, trained staff may initiate physical restraint.

Physical Restraint Procedure

In the event that a restraint is needed, the following procedures are to be followed.

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A. When restraint may be initiated

A restraint can be administered if one or more of these conditions are met

- There is a threat of assault or imminent, serious physical harm
- The student is not responsive to less intrusive interventions or those interventions are inappropriate; and
- The staff member is appropriately trained.

B. Who may administer restraint

- Staff who have been trained in Safety Care and have maintained the certification (this is required of all staff working in programs).

C. During the restraint

The student must be monitored for the following; the restraint must be released if signs of distress are present.

- Breathing
- Speaking
- Skin color
- Skin temperature
- Respiration
- Signs of distress
- Safest available method
- Minimum force necessary
- Release criteria

D. If restraint reaches 20 minutes

At 15 minutes: staff should alert administration that the restraint is approaching 20 minutes.

At 20 minutes: Principal/Program Director approval is required to continue when restraint exceeds 20 minutes.

Permitted Physical Holds:

Core Physical Management

- 1-Person Stability Hold
- 2-Person Stability Hold
- Forward Transport
- Reverse Transport
- Chair Stability Hold
- Leg Wrap
- Floor Drop Transition

Restraint Reporting & Follow-Up Immediately

Staff:

- Ensure student safety
- Obtain medical attention if needed
- Notify Program Director/designee

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- Document relevant information
- Identify witnesses

By end of next school working day

Report sent to Program Director/designee.

Within 24 hours

Reasonable efforts to notify parent by phone if they can not be reached by phone text or email as a back up

Within 2 school working days

Program Director/designee sends report to the main office for sign-off

Within 3 school working days

Executive Director/designee signs off

Written report to parent and district

Checklist

IF A PHYSICAL RESTRAINT RESULTS IN AN INJURY:

☐ 1. Identify the injury

Confirm whether the student or staff member was injured as a result of the restraint.

☐ 2. Provide appropriate medical attention

Address the immediate health/safety needs of the student or staff member.

☐ 3. Notify the Principal/Program Director immediately.

☐ 4. Complete the written restraint report.

☐ 5. Program Director/designee gathers the restraint record for the 30 calendar days BEFORE the incident.

☐ 6. Submit BOTH documents to the Department:

- ☐ Written report of the restraint-related injury
- ☐ Record of physical restraints for the preceding 30 calendar days

☐ 7. Verify the submission deadline:

The submission must be postmarked no later than 3 school working days after the restraint.

☐ 8. Keep a copy of the submission and supporting documentation in the program's records.

Complaint Procedures

1. Submit Written Complaint: Direct to the Principal or Program Director.

Submit a written complaint to the Principal or Program Director detailing the incident. Ensure your document includes the following required details:

- **Incident Details:** Exact time, date, and physical location.
- **Individuals Involved:** Names of all students, staff, and witnesses.
- **Policy Violations:** Specific references to the policies or regulations you believe were not followed.

2. Administrative Investigation: Conducted by the Principal or Designee.

The Principal or their designee will conduct a formal investigation into the matter, which includes:

- Conducting interviews with the complainant, staff, involved student(s), and witnesses.

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- Reviewing all written documentation leading up to and during the incident.
- Examining building-wide data regarding physical restraints and time-outs.

3. Receive Written Resolution: Final Summary and Action Plan.

Upon completing the investigation, the Principal or designee will issue a formal written response to the complainant. This response will include a summary of the findings and details of any corrective actions taken.

Prohibited practices

Prone Restraint

Is not permitted

Emergency Seclusion Procedure

Is not permitted

Time-Out Procedure

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or direction from staff, for the purpose of calming.

When a student is having difficulty attending to class, is disruptive to class or shows signs that they require a different space to regulate their behavior. The student's BSP should be followed. When appropriate, provide choices of different spaces for the student to take time out.

Staff must remain in proximity to students at all times. Time-out ends when the student is calm and regulated. Students must follow school rules; if they are unable to, time-out continues until the student is ready.

Students who choose to complete academic work in a separate location from the classroom are not considered to be utilizing time-out.

TIME-OUT DECISION PROCESS

1. Identify need for calming
 2. Implement less restrictive calming strategies
 3. Offer/Direct Time-Out
 4. unlocked space from which a student can leave
 5. Assign staff observer
 6. Document start time
 7. Continuously observe
 8. Continue calming/de-escalation
 9. Student calms → END TIME-OUT
- OR
10. Approaching 30 minutes → contact Principal/Program Director
 11. If extension approved → document approval
 12. End as soon as student calms
 13. Debrief/document/review

Documentation Requirements

The Bi-County Collaborative does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, disability, pregnancy or pregnancy-related conditions, age, veteran or military status, ancestry, or genetic information.

Time-out logs will be kept by each program. Staff will record the student's name, date, start and end time as well as the name of the staff member that is monitoring the student.

Detailed Information: Behavior/antecedent, Alternatives attempted, Staff present, De-escalation strategies, Whether student left voluntarily or was directed, 30-minute approval, if applicable, Follow-up actions are to be documented in the student's behavioral data.

Review, Data Collection & Corrective Action

Weekly review

Identify students with multiple restraints and convene a review team as appropriate.

BCBAs and Program Staff review Behavior, restraint, and time-out data. To determine Trends and Patterns, expected vs. actual progress, triggers and context, consistency, and lagging skills. They use this information to make informed decisions regarding goal priorities, BSP, environmental needs, and possible interventions. The team determines next steps and staff roles in response to those changes.

Monthly review

Look at:

- Time of day
- Day of week
- Staff involved
- Number of restraints
- Duration
- Injuries
- Student-specific patterns
- Training needs
- Policy/procedure issues