

## Restraint Prevention and Behavior Support

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.

The District has identified methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

The District has identified methods for engaging parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure.

The District's procedures and training include a description and explanation of the alternatives to physical restraint and method of physical restraint in emergency situations. The least intrusive and safest method appropriate to the situation and to the student should be used. Only the amount of force necessary to protect the student and/or others from physical harm or injury should be used, and the restraint should end as soon as safely possible. Medication restraint, mechanical restraint, prone restraint, seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are prohibited in the Nashoba Regional School District.

The District's procedures include a description of the training requirements, reporting requirements, and follow-up procedures.

The District has a procedure for receiving and investigating complaints regarding restraint.

Any student, parent(s)/guardian(s) on said student's behalf or staff, who believes that the District's standards have been violated (as stated in the Restraint Policy) by an employee of the Nashoba Regional School District should report the incident to the Superintendent within 14 days of the event. The Superintendent or designee shall conduct an investigation into the allegation within 5 days of receipt of the complaint. No action shall be taken or decision rendered without a comprehensive investigation. Upon completion of the investigation, the superintendent may (actions will not be limited to the following):

Require additional training for the involved staff member(s); Require review of the student's plan/Involve additional staff for the review; Find no wrongdoing; Find that the actions warrant disciplinary action. A written report of the investigation will be made within 10 days.

The District has procedures for conducting periodic review of data and documentation on

the use of physical restraints as described in 603 CMR 46.06(5) and (6).

The District maintains a procedure for implementing the reporting requirements as described in 603 CMR 46.06.

The District has a procedure for making reasonable efforts to orally notify a parent of the use of restraint on a student within 24 hours of the restraint, and for sending written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked within three school working days of the restraint.

The District maintains a procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation.

All school staff should read and be familiar with the complete Prevention of Physical Restraint

and Requirements (603 CMR 46.00), which can be viewed at

(<http://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>).

REF: 603 CMR 46.00

### **Procedures**

The District's policy and resultant procedures are consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.

Only staff trained in physical intervention should use physical interventions. Additionally, whenever possible, staff trained in physical intervention should have a witness who does not participate in the restraint. Nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. Lack of knowledge of the law will not protect staff or students from consequences of inappropriate actions.

This policy and resultant procedures shall be annually reviewed, is provided to all staff, and is made available to parents of enrolled students.

(A)

Prevention Methods: The Nashoba Regional School District utilizes CALM, a verbal and physical de-escalation program that includes identifying and implementing alternatives for the use of protective measures (physical escorts and protective holds) such as a protective stance, evasion skills, deflection, and release measures. (Copyright, 2002 CALM, LLC).

(B)

Parent notification/discussion opportunity: The principal or designee must notify the parent verbally as soon as possible and by written report to an email address provided by the parent for communications about the student, or by regular mail postmarked within three school working days of the restraint. If the parent of a student receives report cards and other necessary school-related information in a language other than English, the written restraint report will be provided to the parent or guardian in that language. The principal will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written restraint report. 46.06 (3). The written restraint report includes information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter, including restraint prevention. 46.06 (4e).

(C)

Components of CALM training include:

Review of DESE regulations; Role plays; Crisis intervention, components of a crisis; Review of Nashoba's policy; Strategies for staff during each phase of crisis intervention; Pre and Post crisis assessment; Functions of challenging behavior

Proactive strategies; Teaching new and alternative skills; Reinforcement of alternative skills; Nonverbal communication; Problem solving skills; When physical interventions can be used; limitations; referral to law enforcement; Safety requirements; Nonverbal communication

Core concepts of CALM: modulation of force, minimum effect, threat perception, pliancy

Post-crisis strategies; Follow-up procedures for staff and students involved as well as for staff students who may have witnessed the episode

Components of the alternate physical skills include: Protective stance; Evasion skills; Deflection skills; Bite prevention and release; Hair pull prevention and release; Wrist and clothing disengagements

Protective Escorts: Passive Escort [type of escort, not technically a protective movement]; Two person forward scoop; Two person backward scoop; Two person extended arm; Ring

movement

Protective Holds: One person basket (standing or seated); Two person basket (standing); Two Person Standing (Wall Stabilization); the ting

(D) Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. 46.03 (a, b). Seclusion does not include a time-out as defined below and in 603 CMR 46.02.

(E) The District's procedures include a description of the training requirements, reporting requirements, and follow-up procedures.

Training Requirements: The identified staff attend an initial 16 hour in-depth, competency-based certification training which includes verbal and non-verbal de-escalation techniques, identifying and implementing alternatives for the use of protective measures, evasion skills, protective movements (physical escorts) and protective holds (restraints). A 4 hour refresher for recertification is required annually.

***Reporting requirements:***

What to Report: Staff involved must report all restraints using DESE's Physical Restraint Report, amended as necessary.

Notify School Administration: Staff involved must notify school administration of any physical restraint as soon as possible, and provide a Physical Restraint Report by the next school working day.

Notify Parents: The principal or designee must notify the parent verbally as soon as possible and by written report within three school working days.

Report to DESE: Every school will collect and annually report data to DESE regarding use of physical restraints in a manner and form directed by DESE. Any injury to staff is reported to school nurse, as soon as possible, by the end of the school day. When a physical restraint has resulted in an injury to a student or staff member, the principal will send a copy of the written report to DESE postmarked no later than three (3) school working days of the administration of the restraint. The principal will also send DESE a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint.

Follow-Up procedures: Following an episode, staff must take time to regain control physically, mentally, and emotionally. Staff members involved must have the opportunity to debrief with an administrator regarding the situation. Staff involved must review the incident to determine if procedures were followed, identify patterns, discuss difficulties, and develop strategies.

Consultation with a CALM trainer is available regarding implementation of techniques and will be provided within 2 days of request.

The student must be evaluated by a school nurse, as soon as possible, by the end of the school day. Any injury to staff is reported to the school nurse, as soon as possible, by the end of the school day.

(F) The District has procedures for conducting periodic review of data and documentation on the use of physical restraints as described in 603 CMR 46.06(5) and (6).

Individual student review: The principal of the school will conduct a weekly review of restraint

data in order to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the:

- (a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports;
- (b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- (c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- (d) agreement on a written plan of action 603 CMR 46.06 (5)

Administrative review: The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints. 603 CMR 46.06 (6).

(G) The District maintains a procedure for implementing the reporting requirements as described in 603 CMR 46.06 and described above. Principals are responsible for all reporting requirements. With the assistance of the Restraint Coordinator, the Superintendent will monitor the process of implementing all reporting requirements.

(H) Parent notification/discussion opportunity: The principal or designee must notify the parent verbally as soon as possible and by written report to an email address provided by the parent for communications about the student, or by regular mail postmarked within three school working days of the restraint. If the parent of a student receives report cards and other necessary school-related information in a language other than English, the written restraint report will be provided to the parent or guardian in that language. The principal must provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report. 46.06 (3). The written restraint report will include information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter, including restraint prevention. 46.06 (4e).

(I) Time Out: Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) 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

will be continuously observed by a staff member. Staff will be with the student or immediately available to the student at all times. The space used for time-out will be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out will cease as soon as the student has calmed. If a student remains agitated and the time-out may need to exceed 30 minutes, the principal or designee must be contacted in order to approve extending the time-out beyond this timeframe.