

POLICY FAMILY	TEACHERS-RESPONSIBILITIES	325
<p data-bbox="256 262 316 294"><u>325.</u></p> <p data-bbox="167 331 410 457">Prevention of Physical Restraint and Requirements If Used</p> <p data-bbox="191 531 381 562">Adopted 3/6/02</p> <p data-bbox="191 598 381 630">Revised 3/25/15</p> <p data-bbox="183 665 389 697">Revised 11/16/16</p>	<p data-bbox="446 268 1453 384">The Shrewsbury Public Schools complies with the DOE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. 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. A brief overview of the Regulations is provided below</p> <p data-bbox="446 415 1461 531">Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self 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.</p> <p data-bbox="446 562 1442 646">The district shall have procedures for restraint prevention and behavior supports regarding appropriate responses to student behavior that may require immediate intervention. These procedures will be reviewed annually and provided to program staff and made available to parents of enrolled students.</p> <p data-bbox="446 678 1450 762">SPS has various methods for preventing student violence, self-injurious behavior, and suicide, including time-out and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. Resources include:</p> <ol data-bbox="544 793 1458 1119" style="list-style-type: none"> 1. Functional Behavior Assessment to hypothesize what environmental variables may be contributing to the identified behavior of concern. 2. Development of individualized behavior support plans. 3. The application of time out procedures (where appropriate) as part of the student's individualized behavior support plan. 4. Trainings for mental and behavioral health, such as "Mental Health First Aid". 5. Verbal de-escalation and restraint training, such as "Strategies of Limiting Violent Episodes (S.O.L.V.E.). 6. Access to district wide Clinical Coordinators and consulting Child Psychiatrist. 7. Early Intervening Team (EIT), Student Support Team (SST) are groups made up of district personnel who problem solve and implement procedures prior to the clinical team being called in. <p data-bbox="446 1150 751 1171">Physical restraint shall not be used:</p> <ul data-bbox="446 1182 1453 1465" style="list-style-type: none"> (a) As a means of discipline or punishment; (b) When the student cannot be safely restrained because it is medically contraindicated for reasons including but not limited to asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; (c) As a response to property destruction, disruption of school order, a student's refusal to comply with a program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or (d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) will include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. <p data-bbox="446 1497 1453 1581">Shrewsbury Public Schools does not authorize the use of medication restraint, mechanical restraint, prone restraint (unless permitted pursuant to 603 CMR 46.03 (1)(b)), seclusion (as defined below) or the use of physical restraint in a manner inconsistent with 603 CMR 46.00.</p> <p data-bbox="446 1612 1458 1675">Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.</p> <p data-bbox="446 1707 678 1728">Time-out is not prohibited</p> <p data-bbox="446 1759 1442 1938">Time-out means 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 has not calmed and the time-out may need to exceed 30 minutes, the principal or designee must be contacted</p>	

in order to approve extending the time-out beyond this timeframe.

There are two situations in which time out procedures may be used:

- 1.If it has been outlined in the student’s individualized behavior support plan and consented to by their parent/guardian.
- 2.If the student’s behavior requires the immediate removal from a classroom environment due to the student demonstrating an acute/aberrant behavior that creates an emergency situation. Time out should not last longer than 20 minutes before adults assisting the student attempt to verbally redirect the student and de-escalate the situation. Only in the presence of a building administrator or designee can the time out procedure be employed for longer than 20 minutes.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

At the beginning of each school year, the principal of each building or his or her designee will identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff must have participated or will participate in in-depth training in the use of physical restraint.

Such training shall be competency-based and at least 16 hours in length, with a 6 hour refresher training occurring annually thereafter. The curriculum will teach a variety of methodologies that an individual may need to control in an emergency situation (i.e. if a student’s behavior is escalating). Also, the curriculum will identify a variety of de-escalation strategies (i.e. Action responses—ask clarifying questions; Listening responses—body language, confirmation).

Methods for engaging parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure:

- 1.Parent Strategies class is offered each year. Clinical Coordinators and Child Psychiatrist focus on prevention and understanding behavior and functions of behavior. Mental health issues and strategies are discussed as well.
2. Behavior plans are reviewed with parents as part of a school based team. Plans emphasize positive behavioral supports and methods to increase appropriate and/or alternative behavior. If it is required for parents to understand emergency intervention, the team will meet with the parents to demonstrate what it looks like and feels like.

Reporting Requirements When a Restraint Occurs:

1.All physical restraints and/or time out procedures will be documented via the SPS Incident Report Form. In addition all physical restraints will be reported on a annual basis to DESE via the Restraint Reporting Form or as directed by the department.

2. Informing parents. The principal will make reasonable efforts to verbally inform the student's parents as soon as possible of the restraint, and no more than 24 hours following the event, and will also notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than 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 report.

3. Individual student review. The principal of the program will conduct a weekly review of restraint data in order to identify students who have been restrained multiple times during the week.

4. Administrative review. The principal will conduct a monthly review of school-wide restraint data.

5. Report all restraint-related injuries to the Department. 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 the Department postmarked no later than three (3) school working days of the administration of the restraint. The principal will also send the

Department 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.

Complaints and investigations regarding restraint practices are covered by District Policy 132, Steps for Handling Complaints. At this time, if parents of a student have concerns/complaints about SPS policy and/or procedures regarding physical restraint and/or the use of time out procedures, they should contact the building administrator and the Director of Special Education and Pupil Personnel Services to file concerns/complaints and/or initiate an investigation on a particular student.

The above procedures and guidelines will be reviewed annually with school personnel and shared with students and parents. During the first month of school, all staff review the revised restraint prevention and behavior support policy as part of the online district wide compliance training. Any new employee will, also, review the restraint prevention and behavior support policy within one month of their hire date. All policies and procedures are available to parents through the district website, schools and department offices. A copy of the regulations can be obtained from the Director of Special Education and Pupil Personnel Services, who can be reached at (508) 841-8660.

A copy of the regulations of Department of Education may also be obtained at the following website:
www.doe.edu/lawsregs/603cmr46.html

This policy will be reviewed within five years of its last revision.