

ATTACHMENT C-1

**SAYREVILLE
BOARD OF EDUCATION
POLICY**

FILE CODE: 1330
 Monitored
 X **Mandated**
 X **Other Reasons**

USE OF SCHOOL FACILITIES

The Board believes that the school facilities of this district should be made available for community purposes, provided that such use does not interfere with the educational program of the schools.

The Board will permit the use of school facilities when such permission has been requested in writing and has been approved by the Superintendent.

In weighing competing interests for the use of facilities, the Board will give priority in the order following:

- A. Uses and groups directly related to the schools and the operations of the schools including student and teacher groups.
- B. Uses and organizations indirectly related to the school including P.T.A.
- C. Departments or agencies of the municipal government.
- D. Governmental agencies generally.
- E. Sayreville community organizations formed for charitable, civic, social, educational purposes or other charitable organization as approved by the Board of Education.
- F. All other groups.

The use of school facilities shall not be granted for private social functions or any purpose which is prohibited by law.

The Superintendent or the Board of Education may refuse to grant the use of a school building whenever in their judgment there is good reason why permission should be refused.

Smoking is prohibited at all times in any district building or on school grounds. No one may bring alcoholic beverages onto any school property. All facility use shall comply with state and local fire, health, safety and police regulations.

The Superintendent reserves the right to not make buildings available for community use during

USE OF SCHOOL FACILITIES (continued)

holidays, vacation periods, or during the time school is not in session over the summer when the programs may interfere with cleaning and maintenance schedules.

The Board shall approve annually a schedule of fees for the use of school facilities based upon the following factors:

- A. The use of school facilities for activities related to the educational program and district operations shall be without cost to the user.
- B. All other organizations or persons granted the use of schools shall assume the scheduled fee therefore payable in advance and the cost of such additional staff services as may be required.
- C. The use of the school facilities by an outside group (referred to in ¶ C) may require the posting of security in the form of a certified check made payable to the Sayreville Board of Education pursuant to the fee schedule adopted by the Board of Education. Any damages to the facility will result in the forfeiture of the amount of the damages from the security deposit. Should examination reveal no damages, the check will be returned to the user.

The assessment of fees may be waived by the Board of Education upon recommendation of the Superintendent on a case-by-case basis upon demonstration of a financial hardship and/or the in-kind contribution of goods or services which are in the best interest of the Sayreville Public Schools.

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity, person, group or organization nor the purposes they represent.

Individual community residents may utilize the Sayreville War Memorial High School track for recreational running, walking, or jogging without a permit and free of charge when school is not in session, when no other authorized group is utilizing the War Memorial Stadium complex, and when the gate to the track is unlocked and open. This opportunity shall be afforded to residents of the Borough of Sayreville only and individuals may be asked at any time to produce a valid identification with a Sayreville address. Individual users of these facilities shall do so at their own risk and the Board assumes no liability for injury or death which may result from such incidental usage.

No group activities, athletic competitions, "pick-up" games, picnics, outings etc. shall take place on school grounds or at any of the Board's field complexes without Board of Education approval.

Political Activity

As used in this section, "school property" shall mean a building or buildings used for school operations.

Candidates for elective public office, holders of elected public office or their agent or representative are prohibited from soliciting campaign contributions on school property. No person shall make contributions, directly or indirectly, to or on behalf of any candidate for elective public office, or the candidate committee or joint candidates committee of any such candidate, while on school property.

USE OF SCHOOL FACILITIES (continued)

This shall not apply to persons or groups reserving or renting school property for a nongovernmental purpose as a meeting location.

Any person in violation of this policy may be reported to the Election Law Enforcement Commission and liable to a penalty of not less than \$5000, for each violation.

Possible

Cross References: 1230 School-connected organizations
3514 Equipment
3515 Smoking prohibition
6145 Extracurricular activities

Key Words

Use of School Facilities, Use of School Equipment, District Facilities, Facilities Equipment

Date Adopted: 08/23/2005

Date Revised: 12/18/2012, 02/24/2015, 09/20/2016

Rationale: Allow the incidental use of the track for individual community use while clarifying that group events or field usage are not permitted without authorization.

ATTACHMENT C-2

**SAYREVILLE
BOARD OF EDUCATION
POLICY**

FILE CODE: 5142.2
 Monitored
 Mandated
 Other Reasons

PHYSICAL RESTRAINT

Introduction

It is the policy of the Board of Education to promote a safe and productive workplace and educational environment for its employees and students, and to ensure that every student in the district is free from the unreasonable use of physical restraint. Physical restraint shall only be used with extreme caution in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate.

- A. No person employed or engaged in the Sayreville Public Schools shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution. However, any such person within the scope of his/her employment may use and apply such amounts of force as is reasonable and necessary (N.J.S.A. 18A:6-1):
1. To quell a disturbance, threatening physical injury to others;
 2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil;
 3. For the purpose of self-defense; and
 4. To protect a student and/or a member of the school community from imminent physical harm.

Any such acts, as described above, shall not be construed to constitute corporal punishment.

- B. In accordance with law when physical restraint is utilized on students with disabilities board shall ensure that:
1. The student is not restrained in the prone position, unless the student's primary care physician authorizes the use of this restraint technique;
 2. Staff members who are involved in the restraint of a student shall receive training in safe techniques for physical restraint and annual training on the Board's policy and regulation regarding restraint and seclusion; and
 3. The parent or guardian of a student is immediately notified when physical restraint is used on that student, which notification may be by telephone or electronic communication. A full written report of the incident of physical restraint shall be provided to the parent or guardian within 24 hours of the occurrence of the incident.

Seclusion techniques shall not be utilized in the Sayreville Public Schools.

PHYSICAL RESTRAINT (continued)

Definitions

- A. "Physical restraint" is a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort.
- B. "Physical escort" means a temporary touching or holding of the hand, wrist, arm shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.
- C. "Extended restraint" shall mean a physical restraint, the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation.
- D. "Mechanical restraint" is the use of any device or equipment to restrict a student's freedom of movement. This term 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 purpose for which such devices were designed, such as:
 - 1. 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;
 - 2. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
 - 3. Restraints for medical immobilization; or
 - 4. Orthopedically prescribed devices that permit a student to participate in activities without risk or harm.
- E. "Seclusion restraint" is the voluntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, 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 use of a seclusion restraint is expressly prohibited.
- F. "Seclusion technique" means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, but does not include a timeout.
- G. "Timeout" means a behavior management technique that involves the monitored separation of a student in a non-locked setting, and is implemented for the purpose of calming.

Procedures

School personnel shall only administer a physical restraint when it is needed to protect a student and/or a member of the school community from imminent physical harm. When a physical restraint needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of the physical restraint. This policy shall not be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive

PHYSICAL RESTRAINT (continued)

special education services. Additionally, this policy shall not be construed to preclude any teacher, employee or agent of this public education program from using reasonable force to protect students, other persons or themselves from assault or imminent physical harm.

The Superintendent, in consultation with the director of special services, shall develop written procedures and guidelines related to this policy in accordance with the Fifteen Principles established by the United States Department of Education, as per the following:

- A. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion;
- B. Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional);
- C. Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated;
- D. Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities;
- E. Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse;
- F. Restraint or seclusion should never be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience;
- G. Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child;
- H. The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them;
- I. Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior;
- J. Teachers and other personnel should be trained regularly on the appropriate use of effective alternative to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion;
- K. Every instance in which restraint or seclusion is used should be carefully and continuously

PHYSICAL RESTRAINT (continued)

and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel;

- L. Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as, applicable Federal, State or local laws;
- M. Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child;
- N. This policy will be reviewed regularly and updated as appropriate;
- O. Each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principals.

Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used. In other words, a physical restraint can only be used when nonphysical interventions would not be effective and the student's behavior poses a threat of imminent physical harm to himself/herself or others. Any 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 physical harm.

Prohibitions on Use of a Physical Restraint

The use of a physical restraint as a means of punishment or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, physical harm is expressly prohibited.

Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received either the in-depth training detailed below, or who have received the required basic training detailed below. Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury.

Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below, and shall discontinue the restraint as soon as possible. Floor restraints are prohibited unless the school personnel administering the restraint has received in-depth training, and, in the judgment of the trained staff member, such method is required to provide safety for the student or others present. It should be noted, however, that these training requirements shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other

PHYSICAL RESTRAINT (continued)

persons or themselves from assault or imminent physical harm. The use of prone restraints is expressly prohibited.

Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to himself, herself or others. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm.

If, at any time during a physical restraint the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance. School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student. At any time during the administration of a physical restraint, school personnel may seek to contact the office of special education behavioral specialists, or the crisis intervention team, or take other steps to seek medical assistance if it appears that the student is demonstrating significant physical distress. Any time a physical restraint is utilized, the school nurse must be notified immediately to check the child.

Follow-up Procedures and Reporting Requirements

A. Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the school shall implement the follow-up procedures set forth below:

1. Review the restraint with the student to address the behavior that precipitated the restraint, if appropriate;
2. Review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and
3. Consider whether any follow-up is appropriate for the students who witnessed the incident.

B. Reporting Requirements

1. Any physical restraint shall be reported immediately to administration and to the nurse;
2. The school staff member who administers a physical restraint shall verbally inform the principal or his/her designee of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report shall be completed and provided to the principal of the school no later than the next working day after the restraint was administered;
3. The principal of the school shall maintain an on-going record of all reported instances of physical restraint;
4. The principal or his/her designee shall verbally inform the student's parents or guardians of any physical restraint by a written report postmarked no later than one school working day following the use of any physical restraint and/or any physical restraint that results in

PHYSICAL RESTRAINT (continued)

an injury to a student or staff;

5. The principal shall provide the Office of the Superintendent and the Director of Special Services with a copy of the written report of any physical restraint. This documentation must be provided to the Office of the Superintendent by no later than one school working day after the written report is received by the principal.

District's Training Requirements

A. For All Program Staff

Within the first few months of each school year, all relevant program staff shall be trained on this policy. Additionally, for all new school employees that are hired after the start of the school year, the principal shall, within the first few months of their employment, provide the new employees with training on this policy. The training shall consist of the following:

1. This policy and related procedures and guidelines developed by the superintendent;
2. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;
3. Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
4. Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
5. Identification of program staff who have received in-depth training certification in procedures.

B. For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal of each school shall identify program staff that is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. The content of the in-depth training shall include, but not be limited to:

1. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
2. Description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
3. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
5. Demonstration by participants of proficiency in administering physical restraint.

Complaint Procedures

A. Informal Resolution of Concern About Use of Physical Restraint

PHYSICAL RESTRAINT (continued)

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above. The principal shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously.

If the student and/or his/her parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process.

B. Formal Resolution of Concern About Use of Physical Restraint

A student or his/her parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Superintendent.

The student and/or his/her parent/guardian should submit this letter to the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed above. The written complaint shall include:

1. The name of the student;
2. The name of the school where the physical restraint allegedly occurred;
3. The name of the individuals involved in the alleged physical restraint;
4. The basis of the complaint or concern; and
5. The corrective action being sought.

The Superintendent or his or her designee shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Superintendent or his or her designees shall contact those individuals that have been referred to as having pertinent information related to the complaint.

Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The superintendent and/or his or her designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

Elopement

The Board is committed to the safety and welfare of all students. Therefore, through this policy the Board authorizes the use of restraints as noted above to reduce the risk of student elopement and/or wandering when the students are within the custody and care of the school district, and elopement places them in the potential for immediate danger. Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Wandering is defined as meandering which results in a student getting lost, leaving a safe environment or entering an inappropriate place, often due to the student's inattention or distractibility.

PHYSICAL RESTRAINT (continued)

Possible

Cross References:

1410	Local units
3510	Operation and maintenance of plant
3516	Safety
4112.4/4212.4	Employee health
4131/4131.1	Staff development; inservice education/visitations/conferences
5125	Pupil records
5131	Conduct/discipline
5131.1	Harassment, intimidation and bullying
5131.6	Substance abuse
5131.7	Weapons and dangerous instruments
5141	Health
5141.1	Accidents
5141.2	Illness
5141.6	Self destructive behavior
5141.21	Administering medication
5142	Pupil safety
5145.11	Questioning and apprehension
5145.12	Search and seizure
6142.4	Physical education and health
6171.3	Special education

Key Words

Physical Restraint, Disruption, Pupil Safety, Child Abuse, Child Neglect, Student Safety

Date Adopted:

Date Revised:

Rationale: New policy to conform with the requirements of PL2017, Chapter 291 regarding the use of physical restraints in an instructional setting.

ATTACHMENT C-3

**SAYREVILLE
BOARD OF EDUCATION
REGULATION**

FILE CODE: R5142.2
 Monitored
 Mandated
 Other Reasons

PHYSICAL RESTRAINT

Prevention and De-escalation Techniques

The Superintendent shall ensure that staff implement support strategies in each building to prevent verbal escalation and acting out behavior by:

- A. Identifying student behavior that may escalate to verbal questioning, release, threats
- B. Identifying student behavior that may escalate to acting out behavior
- C. Training staff to be aware of proxemics (personal space), kinesics (body language) and paraverbals (tone, volume, cadence) when engaging with students
- D. Training staff to use supportive responses to alleviate anxiety observed in students
- E. Training staff to set appropriate limits to prevent escalations in student behavior
- F. Encouraging Administration, Guidance, and Child Study Team involvement
- G. Encouraging Screening and support from Child Study Team members (Social Worker, School Psychologist)
- H. Referring for emergency psychiatric assessment as needed

The Superintendent shall ensure that staff implement identified support strategies in each building to de-escalate verbal refusal, release (outbursts), and threatening behavior to avoid physical acting out behavior through procedures to:

- A. Provide for staff support, training and technical assistance
- B. Identify and implement appropriate staff response to de-escalate verbally defensive behavior according to verbal escalation continuum
- C. Isolate situation as needed by removing audience
- D. Call for assistance by alerting office (administration)

PHYSICAL RESTRAINT (continued)

- E. Call for members of the building crisis team to “stand by” if behavior escalates to physical acting out
- F. Upon tension reduction, staff will re-establish therapeutic rapport with student ensuring that the student is safe, and able to respond to adult direction and the daily routine
- G. Inform administration when crisis is over
- H. Inform parent or guardian of crisis event
- I. Record the incident and associated information on Crisis Intervention Incident Report
- J. Administration, Guidance, and Child Study Team involvement
- K. Screening and support from Child Study Team members (Social Worker, School Psychologist)
- L. Referral for emergency psychiatric assessment as needed

The Superintendent shall ensure that staff implement identified support strategies in each building to de-escalate and provide safety for physically acting out individuals through procedures to:

- A. Provide Staff support, training, and technical assistance
- B. Seek support from building crisis response team by notifying main office (administration) and crisis team that support is required
 1. Upon response to crisis, quickly identify team leader (usually the team member most familiar with student, situation and skilled in procedures)
 2. Team leader should assess crisis situation and direct team members according to staff response of crisis development model
 3. Identify and implement personal safety techniques to safely manage a physically escalating acting out person (i.e. appropriate responses to strikes and grabs)
 4. Identify and implement CPI child control position or team control position ONLY as last resort when personal safety techniques and verbal de-escalation techniques fail to ensure the safety of the student and those around him/her
 - a. CPI child control position will be implemented with students whose physical stature is significantly smaller than the team member implementing the hold
 - b. CPI team control position will be implemented with students who are about the size and/or strength of the members of the crisis team
 - c. 2-3 auxiliary team members will monitor student’s safety while in the child control position OR team control position, and ensure the environment remains safe for the student and team
 5. Identify and implement CPI transport position to assist in transitioning student to a more supportive or safer location after a decrease in physical acting out behavior is observed
 6. Identify and implement appropriate staff response to tension reduction by re-establishing therapeutic rapport with student following an acting out episode. Ensure that the student is able to respond and follow basic adult directions.
 7. Inform administration when crisis is over

PHYSICAL RESTRAINT (continued)

8. Following tension reduction, inform school nurse of crisis incident and have student checked for injuries
 9. Team members will check for injuries and report any concerns to administration and nurse
 10. Inform parent or guardian of crisis event
 11. Record the incident and associated information on Crisis Intervention Incident Report
- C. Administration, Guidance, and Child Study Team involvement
1. Screening and support from Child Study Team members (Social Worker, School Psychologist)
 2. Referral for emergency psychiatric assessment as needed
- D. Crisis Team Review of Incident
1. Use CPI COPING model to review crisis incident
 2. Collaborate with CPI certified trainers for support

Physical Restraint Limitations

- A. Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others and/or the student is demonstrating the intent and the ability to cause injury within a matter of minutes;
- B. Physical restraint may only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success or have been deemed inappropriate;
- C. Physical restraint may only be employed by staff members who have received district approved crisis intervention training in the use of physical restraint procedures and conducted in a manner consistent with the techniques prescribed in the training program;
- D. Physical restraint shall last only as long as is necessary for the student to regain behavioral stability, and the risk of injury has ended, usually a matter of minutes;
- E. The degree of physical restriction employed shall be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student;
- F. Mechanical or chemical restraints are not authorized in the school;
- G. Prone or supine forms of physical restraint are not authorized and should be avoided are prohibited unless the student's primary care physician authorizes the use of this restraint technique.

A pupil shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the pupil is no longer in imminent danger of causing harm to him/herself or others.

Students who are subjected to the use of physical restraint shall be checked by the school nurse. The student may also be required to undergo educational, behavioral and/or psychological assessment as may be determined necessary.

PHYSICAL RESTRAINT (continued)

Prohibited Use of Physical Restraint

- A. Physical restraint is not appropriate and shall not be used without circumstances that present an imminent risk of injury to someone;
- B. No student shall be restrained in the prone position, unless the student's primary care physician authorizes the use of this restraint technique;
- C. Seclusion techniques on students with disabilities shall not be utilized in the Sayreville Public Schools;
- D. A verbal threat or verbally aggressive behavior does not itself indicate a substantial risk of injury, and shall not result in restraint;
- E. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created, and shall not result in the use of physical restraint;
- F. When a known medical or physical condition of the student would make the restraint procedures dangerous for that student (e.g. students with heart or circulatory conditions, asthma, etc.) physical restraint shall not be employed;
- G. Restraint shall never be used as a punishment, or to force compliance with staff commands.

Training Requirements

The principal shall identify staff in positions where the use of physical restraint may be necessary and ensure that training is provided. Staff members who are involved in the restraint of a student shall receive training in safe techniques for physical restraint and the training shall be updated at least annually. Any staff member who has not received training and is involved in an incident that includes the physical restraint of a student shall receive training within 30 days of the incident. The Superintendent and/or the principal in consultation with the Director of Special Services and other appropriately qualified staff shall review and select research supported and evidence based training program that at a minimum includes:

- A. Prevention, intervention and restraint techniques that appropriate to the type of school setting and to the age and developmental level of students;
- B. Content and skills on the use of positive, instructional, preventive methods for addressing student behavior;
- C. Positive behavioral interventions and supports including techniques of conflict prevention and de-escalation, conflict management, and evaluation of risks of challenging behavior, as well as alternatives to physical restraint;
- D. Information about the physiological and psychological effect, impact and risks inherent in any physical intervention;

PHYSICAL RESTRAINT (continued)

- E. Current professionally accepted practices and standards regarding behavior management and use of physical restraint;
- F. Multiple methods for monitoring a student's well-being during a restraint;
- G. Instruction on first aid and cardiopulmonary resuscitation (CPR) in the event of an emergency related to restraint.

Notification and Documentation

- A. The parent or guardian of a student shall be immediately notified when physical restraint is used on the student. The notification may be by telephone or electronic communication. A full written report of the incident of physical restraint shall be provided to the parent or guardian within 24 hours of the occurrence of the incident;
- B. A full written report of the incident of physical restraint shall be provided to the parent or guardian within 24 hours of the occurrence of the incident;
- C. The principal and the school nurse shall be notified immediately of any incident where physical restraint was used;
- D. The staff member reporting the use of the physical restraint shall complete a written report the same day as the incident that includes the time, date and location of the incident, individuals present during the incident and thorough description including:
 - 1. The circumstances leading up to the incident;
 - 2. The positive behavioral interventions, de-escalation techniques and all other preventative strategies used to prevent the use of physical restraint;
 - 3. The type of physical restraint techniques used in the circumstances;
 - 4. The duration of the restraint;
 - 5. Any observed behavior or reaction the student had during and at the conclusion of the incident.
- E. Other staff and students witnessing the incident may be required to provide a written description of the incident;
- F. All written documentation of the incident shall be maintained in one of the following confidential student folders: IEP, 504, and/or discipline. Records regarding disciplinary consequences that may result from the investigation of the incident may be placed in the student's school file.

Elopement

- A. Definitions
 - 1. Elopement means leaving an assigned area without permission from, or knowledge of, staff;
 - 2. Wandering means meandering which results in a student leaving a safe environment, intruding into inappropriate places or becoming lost, often related to distraction.

PHYSICAL RESTRAINT (continued)

B. Procedures

To avoid and address instances of wandering and/or elopement, the following procedures shall apply:

1. The individualized educational program (IEP) of students with known wandering and elopement behaviors shall specify detailed provisions for the supervision and monitoring of the student and the procedures for response and intervention;
2. School staff members having any supervisory responsibilities over the student including teaching staff members, instructional and noninstructional aides, hall monitors, main entrance monitors, security staff and all other relevant staff members shall be alerted to the elopement and/or wandering behavior and instructed on intervention procedures as detailed in the student's IEP.
3. The Director of Special Services shall ensure that teaching staff members, instructional and noninstructional aides, hall monitors, security staff and all other staff members with student contact receive general education and training to address student supervision, wandering and elopement and proper responses.
4. When a student has been identified as having wandering or elopement behaviors, consideration shall be given to the installment of door alarms and the use of other elopement warning devices as necessary and appropriate;
5. Teaching staff members of students with known wandering and elopement behaviors shall ensure that the student carries basic identification at all times;
6. School policy and procedures regarding elopement and wandering shall be distributed annually.

PHYSICAL RESTRAINT (continued)

Possible

Cross References:

1410	Local units
3510	Operation and maintenance of plant
3516	Safety
4112.4/4212.4	Employee health
4131/4131.1	Staff development; in-service education/visitations/conferences
5125	Pupil records
5131	Conduct/discipline
5131.1	Harassment, intimidation and bullying
5131.6	Substance abuse
5131.7	Weapons and dangerous instruments
5141	Health
5141.1	Accidents
5141.2	Illness
5141.6	Self-destructive behavior
5141.21	Administering medication
5142	Pupil safety
5142.2	Physical Restraint
5145.11	Questioning and apprehension
5145.12	Search and seizure
6142.4	Physical education and health
6171.3	Special education

Key Words

Physical Restraint, Disruption, Pupil Safety, Child Abuse, Child Neglect, Student Safety

Date Adopted:

Date Revised:

Rationale: New regulation to conform with the requirements of PL2017, Chapter 291 regarding the use of physical restraints in an instructional setting.