

## Carlisle Public School District



### Administrative Guidelines and Procedures Physical Restraint Prevention and Behavior Supports

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#### I. General Information

Carlisle Public School District shall abide by the provisions of [603 CMR 46.00](#), which regulates the use of physical restraint on students in Massachusetts public school districts. 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 only 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 603 C.M.R. 46.01(3)(a) & (b).

Physical restraint shall be used with extreme caution. Carlisle Public School District has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.01(3), which shall be annually reviewed, provided to school staff, and made available to parents.

Nothing in 603 CMR 46.00 shall be construed to limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Moreover, 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.

In addition, each staff member will be trained annually regarding the school's physical restraint policy and accompanying procedures. The Director of Student Services, and/or School Principal, or his or her designee, will arrange training to occur each school year, or for staff hired after the beginning of the school year, within a month of their employment, and/or within a reasonable amount of time.

Should any faculty, staff, or parent have a complaint regarding the following procedures or after a physical restraint event, they are encouraged to contact the Director of Student Support Services.

## **II. Carlisle Public School District's Physical Restraint Procedures**

### **A. Physical Restraint shall NOT be used:**

- 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, a 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 public education 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) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

### **B. Limitations on Use of Restraint**

- a. Physical restraint in a public education program 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.

### **C. Referral to law enforcement or other state agencies. Nothing in 603 CMR 46.00 prohibits**

- a. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- b. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- c. The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

### **D. Medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 shall not be utilized at CPS.**

## **III. Carlisle Public School District's Procedures involving the Use of Restraint**

### **A. School-Level Supports**

- a. The school will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior, and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.
- b. The Carlisle Public School District has an individual school-based Crisis Team/A+ team, which includes the Administration, School Psychologists, BCBA, school nurse, and other school personnel upon invitation. Members of the school's crisis team are trained in Safety-Care by QBS Training.

- c. For any student with a history of significant emotional/behavior, including at-risk behavior (harm to self and/or others) and/or a student who requires physical restraint, the Team should develop a safety behavior intervention plan or crisis plan.
  - i. The plan should include strategies and supports, which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings to track progress or make specific alterations.
  - ii. The Crisis Team may request a functional behavioral assessment (FBA) or Safety/Risk Assessment and can refer to outside agencies if needed.
- d. The Carlisle Public School's Student Support Team Meeting (STAT), known locally as the "A+ team," will identify students who are potentially at-risk and review student social, emotional and behavior progress weekly at these "A+ team" meetings to plan interventions and support for students. This team meets and discusses individual students and/or groups of students demonstrating problem behavior and mental health concerns.

## B. Interventions and Alternatives to Physical Restraint

- a. There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.
- b. The Carlisle Public Schools District recognizes that prevention of behavioral incidents is better than having to manage them. We know that if we can intervene early, we improve safety for our students and staff members. Our training includes several interventions and methods that may prevent the need for the use of physical restraint. This may include but are not limited to, the following:
  - i. Providing a Supportive Physical Environment by:
    - 1. Meeting Basic needs (nutritious and appetizing food and drink, sleep, clothing, medical care, etc.).
    - 2. Spacious, comfortable, uncluttered environment.
    - 3. Access to engaging activities (learning, work, music, movies, sports, leisure, etc.).
    - 4. Privacy or quiet time when desired.
    - 5. Minimize stressors such as irritating noises, unpleasant smells, glaring lights, etc.
  - ii. Providing a Supportive Social Environment
    - 1. Staff who are friendly, helpful, and respectful.
    - 2. Access to meaningful suggestions about what to do and who to do it with.
    - 3. Access to preferred adults.
    - 4. Meaningful learning and work opportunities.
    - 5. Frequent reinforcement of desirable behavior.
  - iii. Creating a Safe Space
    - 1. It is important to be thoughtful in achieving an appropriate balance between safety and access to materials. That includes:
      - a. Remove or secure items that are considered too unsafe.

- b. Limit access to items that have therapeutic value (such as tools or sports equipment), but that could potentially be used to harm self or others.
  - c. Be aware of potentially dangerous items that are present in the environment and remove them from the immediate area when appropriate.
  - d. Regularly check to make sure that environmental safety policies are followed and current with best practices.
- iv. Use Positive Interaction Strategies
1. Interacting with those we help in a positive manner can greatly enhance our effectiveness and reduce challenging behavior.
  2. Avoidance of Power Struggles
    - a. Manage your own emotional reactions.
    - b. Provide 2–3 acceptable options.
    - c. Choose which behaviors to prompt (“pick your battles”).
    - d. Clarify the request you are making.
    - e. Give the person more time.
    - f. Offer help.
  3. Use of Differential Reinforcement
    - a. Identify one or more social, activity, or physical/tangible that are likely to be effective for this person.
    - b. Identify and define one or more behaviors to reinforce.
    - c. Identify and define one or more behaviors to avoid reinforcing.
  4. Use a Safety Stance
    - a. Approach within the person’s vision.
    - b. Stand to the side of the person at 45 degrees from the person’s midline, facing in the same direction at a distance of about the person’s arm length away.
    - c. Hands and arms are placed in the “thinking position” with the closer arm up near the face—or, for shorter or seated individuals—the “wedding position” with both hands down toward the lower part of the body.
    - d. If the person is pacing or moving around, give extra space and stay generally oriented toward the person rather than try to continuously adjust your position to be at a 45-degree angle.
  5. Implement a Supportive Guide
    - a. A Supportive Guide is a way to use the person’s own momentum to change the direction of movement. It does not involve yanking, pushing, or grabbing.
    - b. Supportive Guide Procedures
      - i. Approach from the side (or, if necessary, from behind), taking care not to startle the person.
      - ii. Place the closed palm of your further hand just above the elbow nearest you and the other closed palm on the outside of the person’s opposite upper arm.
      - iii. Stay to the side and slightly behind the person, facing toward the cupped elbow with a wide stance and your head positioned to avoid a head-butt.
      - iv. Walk with the person, turning the torso in the direction you want him or her to go.

- v. If the person doesn't move or stops, you can use gentle forward pressure. Don't let the person fall forward.
- vi. If the person begins walking independently or arrives at a safe location, transition to Elbow Check by moving your further palmed hand to the closer elbow and then safely away.

6. Calling For Assistance

- a. Assistance Verbally or Electronically

C. The De-Escalation Process

- a. The Carlisle Public School district is committed to developing positive supporting relationships with students. We are committed to developing relationships that are supportive and based on trust. Rapport with students can likely assist with de-escalation.
- b. Practical Considerations for De-Escalation
  - i. It is important to think about how you can make the situation a little better, one step at a time.
  - ii. Start with the strategy that seems most likely to be effective.
  - iii. Change if the strategy you are using is not effective or if another one would be better.
  - iv. Many crisis situations will involve moving among different strategies several times.
  - v. Rapport building and (when appropriate) counseling are important, but they happen before (or after) de-escalation, not during. Better rapport will make de-escalation work more effectively and more quickly.
  - vi. Don't rush. An agitated person becomes less able to process and respond to verbal and non-verbal communication. Minimize your words and keep all communication simple, with pauses in between. Use the Wait strategy when it appears that a longer pause might be helpful.
  - vii. Be aware of your own emotional behavior. If you can't control your own verbal behavior, facial expression, and physical behavior, consider asking another staff person to take over.
  - viii. In the event of escalation between peers, it is often necessary to initially focus on separation of individuals in conflict with each other, followed by re-introduction and then de-briefing when safe and appropriate.

D. Determining When to Use a Physical Restraint

- a. 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 as a last resort. In other words, a physical restraint can only be used as a last resort in an emergency when a student's behavior poses a threat of imminent, serious physical harm to himself or herself or others, and the student does not respond to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances.
- b. Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious physical harm. School personnel who have been properly trained in the use of physical restraint through Safety Care may only administer a physical restraint.

## E. Proper Administration of a Physical Restraint

- a. The Carlisle Public School District currently utilizes Safety Care by QPS as its training for de-escalation and physical restraint training. Only school personnel who have received in-depth training shall administer physical restraint.
- b. Whenever possible, the administration of the physical restraint shall be observed 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, for the least time necessary, to protect the student and/or a member of the school community from assault or imminent, serious physical harm. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements and shall discontinue the restraint as soon as possible.
- c. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

## F. Safety Requirements

- 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.
- b. 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.
- c. If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint, justifying the need for continued restraint.
- d. 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.
- e. After the release of a student from a restraint, the public education program 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.
- f. School personnel should remember that at any time, they should seek to contact the school nurse and emergency medical assistance if it appears that the student is demonstrating significant physical distress. It is the recommended best practice for school personnel to seek medical assistance when a student appears to be demonstrating or experiencing any physical distress as a result of a restraint.

## G. Reporting Requirements

- a. If a physical restraint is implemented, the following procedures must be followed:
  - i. Faculty and staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

- ii. Informing the Principal and/or Director of Student Support Services
  - 1. The program staff member who administered the restraint shall verbally inform the principal and Director of Student Support Services of the restraint as soon as possible; and by written report no later than the next school working day.
  - 2. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review.
  - 3. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.
- iii. Informing Parents
  - 1. The principal shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall 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.
  - 2. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language.
  - 3. The principal shall 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.
- iv. Contents of Report
  - 1. The written report required by 603 CMR 46.06(2) and (3) shall include:
    - a. The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
    - b. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
    - c. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
    - d. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

- e. 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.
- v. Individual Student Review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained 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 following:
  1. 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 and the use of the restraints;
  2. an 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;
  3. 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;
  4. agreement on a written plan of action by the program.
  5. If the principal and the Director of Student Support Services has been directly involved in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.
  6. 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.
  7. Report all restraint-related injuries to the Department of Elementary and Secondary Education when a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).



8. Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.
- vi. In an emergency situation, school faculty and staff are expected to act in a manner to ensure the safety of the individual as well as other students and personnel. The school staff responding to the emergency situation should adhere to the requirements of the district's Physical Restraint procedures and these administrative guidelines and only use a physical restraint as a last resort and with extreme caution. Physical Restraint should only be used solely as an emergency procedure.
- vii. Brief physical contact with a student by a school staff member in order to promote student safety solely for the purpose of preventing imminent harm to the student, for example, physically redirecting a student about to walk in front of a moving vehicle, intervening with a student about to fall or intervening in a fight between students, is not considered a physical restraint.
- viii. Staff who have brief physical contact with a student in order to promote student safety shall verbally inform the principal of any physical contact as soon as possible and by no later than the close of the school day on which the brief physical contact occurred and, by written report, no later than the next school working day after the brief physical contact occurred, for review of the event. The principal or designee shall make reasonable efforts to verbally inform the student's parents/guardians of the brief physical contact within twenty-four (24) hours of the event and shall review the event with the A+ team.

#### **IV. Carlisle Public School District's Training Requirements**

- A. Within the first month of each school year, the administrators of the Carlisle Public School District shall provide all program staff with training on the Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used.
- B. Moreover, for all new school employees that are hired after the start of the school year, administrators of the Carlisle Public School District shall, within the first month of their employment, provide the new employees with training on the district's Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used.
- C. The training shall include the following elements:
  - a. the role of the student, family and staff in preventing restraint;
  - b. Carlisle Public School District Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines, including use of time out as a behavior support strategy distinct from seclusion which is prohibited;
  - c. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
  - d. when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
  - e. administering physical restraints in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
  - f. identification of program staff who have received in-depth training pursuant to 603 C.M.R. 46.04(3) in the use of physical restraint. See 603 C.M.R. 46.04(2).

## **V. For Staff Authorized to Serve as A School-Wide Resource on the Proper Administration of Physical Restraints**

- A. At the beginning of each school year, the principal shall identify the members of the A+ team who are staff authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Consistent with the Massachusetts Department of Elementary and Secondary Education physical restraint regulations, Safety Care by QPS training be at least sixteen (16) hours in length with refresher training occurring annually thereafter which is (8) hours in length.
- B. The content of the in-depth training shall include, but not be limited to:
  - a. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;
  - b. description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
  - c. 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;
  - d. instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
  - e. demonstration by participants of proficiency in administering physical restraint; and
  - f. instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has an impact, including but not limited to psychological, physiological and social-emotional effects. See 603 C.M.R. 46.04(3) & (4).

## **VI. Methods for Engaging Parents/Guardians and Youth in Discussions about Restraint Prevention and the Use of Restraint Solely as an Emergency Procedure**

- A. CPS provides all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school annually. Additionally, the A+ team is expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school psychologists and BCBA to identify and work on behavioral supports to prevent restraint from occurring.
- B. If a student is restrained, the principal is expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed, and/or any other related matters. Additionally, a member of the A+ team will also follow up with the student and their family regarding behavioral support.

## **VII. Complaint Procedures**

- A. Informal Resolution of Concern About Use of Physical Restraint
  - a. Before initiating a formal complaint procedure, a student and/or the associated legal parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school.
  - b. The student and/or the associated legal 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. The principal shall attempt,

within their authority, to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or the associated legal parent/guardian are not satisfied with the resolution, or if the student and/or the associated legal parent/guardian does not choose an informal resolution, then the student and/or the associated legal parent/guardian may proceed with the formal complaint process detailed as follows.

**B. Formal Resolution of Concern About Use of Physical Restraint**

- a. A student or the associated legal parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her/their parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report.
- b. The written complaint shall include:
  - i. the name of the student;
  - ii. the name of the school where the physical restraint allegedly occurred;
  - iii. the name of the individuals involved in the alleged physical restraint;
  - iv. the basis of the complaint or concern; and
  - v. the corrective action being sought.
- c. The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals who 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 Office of the Superintendent and/or its 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.

**C. Other Complaint Processes Also Available**

- a. It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the districts Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, ancestry, national origin, ethnicity, religion, age, disability, marital status or sexual orientation, homelessness, gender identity or genetic information. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Carlisle Public School Parent and Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook. Legal references: 603 C.M.R. 46.00

**VIII. Procedures for Using 'Time-Out' As A Behavior Support Strategy**

**A. Use of Time-Out as a Behavior Support Strategy: Inclusionary vs. Exclusionary**

**a. Inclusionary Time Out**

- i. The use of time-out is a behavior support strategy when it is inclusionary, this form of a time out must be approved by the BCBA and Principal or Director of Student Support Services

- ii. The Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 defines inclusionary time out as, "*when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom*" while still "*allowing the student to remain fully aware of the learning activities in the classroom.*"
  - iii. Types of inclusionary time-out practices that function as behavior support strategies include, but are not limited to, planned ignoring, taking away classroom materials, and placing a student in a different location within the classroom that is not walled-off or otherwise separated from the classroom.
  - iv. Any inclusionary time-out will be discussed with the student's team prior to implementation and approved by the BCBA, principal, and or Director of Student Support Services.
- b.** Exclusionary Time-Out (Carlisle Public School does not have a time-out room, nor do we promote exclusionary time-outs to support students when dysregulated.) Below is information regarding the legal expectations should a student need more support to remain safe for themselves or others. This method requires approval from a CPS administrator.
- i. The use of time-out is exclusionary if, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 defines time-out is "*a staff-directed behavior support [that] should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.*" It "*should not be used for punishment for noncompliance or for incidents of misbehavior that are no longer occurring.*"
  - ii. School staff must be physically present with the student who is in an exclusionary time-out setting, including but not limited to, any student who is exhibiting self-injurious behavior. If the student poses a safety risk to staff and is not exhibiting self-injurious behavior, then, in those limited instances, the school psychologist, BCBA, or Administrator must be immediately available to the student outside the entrance to the time-out setting where he/she can continuously observe and communicate with the student and to attempt calming strategies. A student is never to be locked in a room.
  - iii. During an exclusionary time-out, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The time-out shall cease as soon as the student has calmed or when thirty (30) minutes have passed, whichever event is earlier. The preference is for time-out to be implemented within a classroom. Any space utilized for time-out outside of a classroom must be a safe and calming environment that has been approved by the Director of Student Support Services before it is utilized.
- B.** Process of Obtaining Principal Approval for an Exclusionary Time-Out of More than Twenty (20) Minutes
- a. If it appears that a student may be using time-out as a behavior support strategy for more than twenty (20) minutes based on the student's continued agitation, school staff must obtain the approval of the principal before continuing the time-out for more than twenty (20) minutes.
  - b. The principal designee can only give approval when the principal is not on-site at the school; the principal designee can only give approval for the day or period of the day that the principal is not on-site at the school. Before making a decision to extend the time-out for the student, the principal must be informed of critical details regarding the time-out of the student, including, but not limited to:

- i. The type of time-out; and
  - ii. The student's behavior and condition during the time-out.
- c. The principal must consider these critical factors so that he/she/they can determine whether continued use of the time out is justified based on the student's continued agitation. If, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 indicates "*if it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond thirty (30) minutes has not helped the student to calm,*" then other behavioral support strategies should be attempted.
- d. If the principal determines that the continued use of the time-out is justified based upon the student's continued agitation, the reporting form needs to be completed by the staff person who is seeking the extension. The report then needs to be signed by both the staff person and principal, and a copy of the report must be provided to the Office of Student Support Services by no later than three (3) school working days of the administration of the time-out. The report needs to detail the critical factors the principal was informed of and were considered by him/her in making the determination that the continued use of the time-out was justified based on the student's continued agitation.