Cambridge Public Schools Administrative Guidelines and Procedures

PHYSICAL RESTRAINT PREVENTION AND BEHAVIOR SUPPORT

I. GENERAL INFORMATION

The Cambridge Public Schools seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations (603 C.M.R. 46.00), the law governing the use of physical restraint on students in public schools, the Cambridge Public Schools seeks to ensure that every student in the Cambridge Public Schools is free from the use of restraint in a manner that is not consistent with these state regulations. **THE CAMBRIDGE PUBLIC SCHOOLS ADMINISTERS PHYSICAL RESTRAINT ON STUDENTS ONLY IN EMERGENCY SITUATIONS OF LAST RESORT WHEN NEEDED TO PROTECT A STUDENT AND/OR MEMBER OF THE SCHOOL COMMUNITY FROM ASSAULT OR IMMINENT, SERIOUS, PHYSICAL HARM AND WITH EXTREME CAUTION IN ORDER TO PREVENT OR MINIMIZE ANY HARM TO THE STUDENT AS A RESULT OF THE USE OF PHYSICAL RESTRAINT.** School personnel shall use physical restraint with two goals in mind:

(a) to administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and

(b) to prevent or minimize any harm to the student as a result of the use of physical restraint. 603 C.M.R. 46.01(3)(a)&(b).

Further nothing in the Code of Massachusetts Regulations (603 C.M.R. 46.00), the Cambridge Public Schools Physical Restraint Policy and/or Administrative Procedures and Guidelines shall 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 special education services. Additionally, nothing in the Code of Massachusetts Regulations (603 C.M.R. 46.00), the Cambridge Public Schools Physical Restraint Policy and/or Administrative Procedures and Guidelines 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. 603 C.M.R. 46.01(4).

II. METHODS FOR PREVENTING STUDENT VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE, INCLUDING INDIVIDUAL CRISIS PLANNING AND DE-ESCALATION OF POTENTIALLY DANGEROUS BEHAVIOR OCCURRING AMONG GROUPS OF STUDENTS OR WITH AN INDIVIDUAL STUDENT

A. School-Level Supports

Each 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. In addition, the school-level crisis team will participate in professional development focused on preventative measures to prevent 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. The crisis team along with teachers and other school personnel will identify students who are potentially at-risk and review student social, emotional and behavior progress monthly at the Student Support Team Meeting (SST) to plan

interventions and supports for students. The monthly meetings will include mental health professionals as a resource to plan appropriate interventions and supports for the students.

Each school should have a Crisis Team which includes a School Psychologist or School Adjustment Counselor. All members of the school's crisis team are trained in Safety Care.

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 required a physical restraint, the Team should develop a safety or crisis plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings (at least 2x monthly), etc. for the purpose of assessing progress and making necessary adjustments. Teams can request a functional behavioral assessment (FBA) and can refer to outside agencies, including CPS contracted mental health agencies. The Crisis Team could be a subgroup of the SST.

Each school should have a functioning SST which meets weekly to discuss individual students and/or groups of students demonstrating problem behavior and mental health concerns. The team should include an administrator, teachers, school counselor, school psychologist, and, if necessary, may include an outside agency representative, consulting psychiatrist or psychiatric fellow. CPS should work closely with the Cambridge Police Safety Net program to ensure that school teams can share information and engage in co-planning with Safety Net to address the school, home, and community issues of both individual student and groups of students.

School staff should utilize the school district's various tools to help students who are exhibiting aggressive behavior. More specifically, school staff should ensure that behavior plan/expectations are based on the five core competencies identified by CASEL: Self-management, Self-awareness, Social-awareness, Relationship Skills and Responsible Decision Making, as this is the basis for the school district's district-wide behavior plan/expectations. Other programs include, but not limited to, Positive Behavior Interventions and Supports (PBIS), Collaborative Problem Solving, Second Step SEL curriculum, Zones Regulation and Social Thinking Curriculum, Wayfinder and Restorative Justice Practices.

B. Interventions and Alternatives Physical Restraint

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.

Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint, include but are not limited to, the following:

1. Active listening
2. Use of a low non-threatening voice
3. Limiting the number of adults providing direction to the student
4. Offering the student a choice
5. Not blocking the student's access to an escape route (unless they are attempting to leave the building)
6. Suggesting possible resolutions to the student
7. Avoiding dramatic gestures (waiving arms, pointing, blocking motions, etc.)
8. Verbal prompt -A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
9. Full or partial physical cue -A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects a student without force. These are used at increasing levels as needed to return a student safely back to task.
10. Physical Guide – A physical guide is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
11. Supportive Guide –A supportive guide is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.
12. Time-Out – A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. Time-out shall cease as soon as the student is calmed.

C. General De-Escalation Guidelines

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

1. Remain calm –To possibly help prevent the likelihood of a student experiencing distress from escalating their behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.

2. Obtain Assistance – Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

3. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating their behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff

person on the scene or the staff person with the most information about the particular situation.

4. Remove Student If Possible – The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.

5. Remove Other Students – If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

D. In an emergency situation, school staff are 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 Cambridge Public Schools Physical Restraint Policy and these administrative guidelines and only use a physical restraint on students in emergency situations of last resort when needed to protect a student and/or member of the school community from assault or imminent, serious physical harm and with extreme caution in order to prevent or minimize any harm to the student as a result of the use of the physical restraint. Other lawful and less intrusive alternatives should be attempted first. In other words, staff should first attempt to verbally redirect the student. If this does not stop or prevent the student from danger, the staff member should attempt to block the student by taking a supportive stance first to prevent them from entering any dangerous situation, such as running into the street or jumping from a high place. If the individual is unable to be blocked; the staff member should then administer or attempt to hold the student from danger until emergency assistance or help arrives. This includes, but is not limited to, any one of the approved Safety Care positions.

III. METHODS FOR ENGAGING PARENT/GUARDIAN/CAREGIVER AND YOUTH IN DISCUSSIONS ABOUT RESTRAINT PREVENTION AND USE OF RESTRAINT SOLELY AS AN EMERGENCY PROCEDURE

Principals should provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school. Additionally, principals are 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 counselor/guidance counselor to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, principals are 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, the school counselor/guidance counselor also should follow up with the student and their family regarding behavioral supports.

IV. DISTRICT'S PHYSICAL RESTRAINT PROCEDURES

A. Definitions

"Consent" shall mean agreement by a parent/guardian/caregiver who has been fully informed of all information relevant to the activity for which agreement is sought, in their native language or other mode of communication, that the parent/guardian/caregiver understands and agrees in writing to the carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom.
In seeking consent, no educational program of the Cambridge Public Schools shall condition admission or continued enrollment upon agreement to the proposed use of any restraint or seclusion.

"Restraint" shall mean limitation on a student's physical movement using force against the student's resistance.

"Physical restraint" shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. The term physical restraint does not include prone restraint, mechanical restraint, or medication restraint, which have separate definitions. Additionally, physical restraint does not include: providing brief physical contact, without force, to promote student safety or limit self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. **The use of restraints inconsistent with 603 CMR 46.00 are prohibited**.

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

"Mechanical restraint" shall mean the use of a physical device or equipment to restrict the movement of a student or the movement or normal function of a portion of their body. A protective or stabilizing device ordered by a physician or related services professional and used for the specific and approved protective or positioning purpose for which the device is designed shall not be considered a mechanical restraint. **The use of a mechanical restraint is prohibited unless explicitly authorized by a physician or related services professional and consented to in writing by the parent/guardian/caregiver of the student**. Examples of such devices include, but are not limited to, 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 device or mechanical supports, vehicle safety restraints when used as intended during transport of a student in a moving vehicle, restraints for medical immobilization or orthopedically prescribed devices that permit a student to participate in activities without the risk of harm.

"Seclusion" shall mean the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is physically prevented, or reasonably believes they will be prevented, from leaving. This term does not include a classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom; a behavior support technique that is part of the Cambridge Public Schools; a school or program's designated procedures for behavior support, which involves the monitored separation of a student in an unlocked settings, from which the student is allowed to leave and it is implemented for the purpose of calming; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction. **The use of seclusion is expressly prohibited.**

"Time-out" shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student shall not be involuntarily confined and must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time- out shall cease as soon as the student has calmed. The preference is for time-out to be implemented within a classroom. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. Any space utilized for time-out outside of a classroom must be approved by the Office of Student Services before it is utilized.

"Medication restraint" shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent/guardian/caregiver for administration in the school setting is not a medication restraint.

"Prone restraint" shall mean a restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. **The use of prone restraint is expressly prohibited by School Committee policy.**

See 603 C.M.R. 46.02.

"Principal" shall mean the instructional leader of a public education school program or their designee.

B. 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 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 themselves 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**. **These administrative guidelines and the Physical Restraint Policy shall not be construed to preclude any teacher, employee or agent of a public education program from using reasonable and necessary force to protect students, other persons or themselves from assault or imminent, serious, physical harm.** 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. A physical restraint may only be administered by school personnel who have been properly trained in the use of physical restraint.

C. Prohibitions on Use of a Physical Restraint

The following practices are expressly prohibited:

(i) use of restraint inconsistent with the provisions 603 C.M.R. 46.00;

(ii) use of physical restraint as a means of discipline or punishment, as a response to the destruction of property or disruption of school order, as a response to a student's refusal to comply with a school rule or staff directive, or as a response to verbal threats when those actions do not constitute a threat of imminent, serious, physical harm;

(iii) use of prone restraint;

(iv) use of mechanical restraint;

(v) use of medication restraint that has not been approved by a physician or consented to by the student's parent/guardian/caregiver;

(vi) use of seclusion;

(vii) use of restraint when a student cannot be safely restrained;

(viii) continued use of restraint when a student indicates that they cannot breathe, or appears to be in severe distress (including but not limited to: difficulty breathing, sustained or prolonged crying and coughing);

(ix) use of restraint when it is medically contraindicated for reasons including but not limited to asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disabilities or risk of vomiting;

(x) use of restraint as a standard response for any individual student;

(xi) inclusion of the use of restraint in a written behavior plan or individualized education program as a standard response for any individual student.

For students who present with repetitive self-injurious behaviors, principal may propose to the parent/guardian/caregiver a separate written agreement for the use of restraint on an emergency basis over a limited and specified period of time. In such cases the plan must include detailed reporting to the parent/guardian/caregiver on the frequency of the use and duration of restraints, and the specific time period over which the use of physical restraint will be reduced and eliminated. The principal shall obtain the parent/guardian/caregiver's written consent to the plan prior to implementation.

(xii) use of restraint in a manner inconsistent with this school district's physical restraint policy and these administrative guidelines and procedures.

D. 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 in Section V(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 detailed below in subsection E, and shall discontinue the restraint as soon as possible. Floor and prone restraints are prohibited by school committee policy.

It should be noted, however, that the training requirements of the Cambridge Public Schools Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines, which are detailed below, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. 603 C.M.R. 46.05(1). A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm. 603 C.M.R. 46.05(2).

E. 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 temperature and color and respiration. 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 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.

If it appears that a student may be restrained 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 restraint for more than twenty (20) minutes. Approval can only be given by the principal and when the principal is not on site at the school, approval can only be given by the assistant principal, dean or the principal's designee 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 restraint for the student, the principal must be informed of critical details regarding the restraint of the student, including, but not limited to:

a. the type of restraint; and

b. the student's behavior and condition during the restraint.

The principal must consider these critical factors so that they can determine whether continued use of the restraint is justified based on the student's continued agitation.

School personnel 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.

School personnel should remember that at any time, school personnel should seek to contact the school nurse and emergency medical assistance if it appears that the student is demonstrating significant physical distress and 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.

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, grabbing a student who is about to fall or breaking up a fight between students, is not consider a physical restraint. 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 shall make reasonable efforts to verbally inform the student's parents/guardians/caregivers of the brief physical contact within twenty-four (24) hours of the event and shall review the event with a review team in accordance with the procedures set forth below in Section G.

F. Procedure For Use Of Time-Out As A Behavior Support Strategy

1. Use of Time-Out as a Behavior Support Strategy

The use of time-out is behavior support strategy when it is inclusionary. In other words, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistant Advisory SPED 2016-1 dated July 31, 2015, "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." Types of inclusionary time-out practices that function as behavior support strategies include, but are not limited to, planned ignoring, asking student to put their head down, placing a student in a different location within the classroom that is not walled-off or otherwise separated from the classroom.

The use of time-out is exclusionary if, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistant Advisory SPED 2016-1 dated July 31, 2015, the 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." 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 counselor or other behavioral support professional must be immediately available to the student outside the entrance to the time-out setting where they can continuously observe and communicate with the student as appropriate to determine when the student is calm. A student is never to be locked in a room.

The use of any space utilized for time-out outside of a classroom for a time-out is prohibited.

2. Process of Obtaining Principal Approval for an Exclusionary Time-Out of More than Twenty (20) Minutes

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. Approval can only be given by the principal and when the principal is not on site at the school, approval can only be given by the assistant principal, dean or the principal's designee 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:

a. the type of time-out; and

b. the student's behavior and condition during the time-out.

The principal must consider these critical factors so that 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 Assistant Advisory SPED 2016-1 dated July 31, 2015, "[i]f 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."

G. Follow-up Procedures and Reporting Requirements

1. Follow-up Procedures

After a student has been released from a restraint, the school staff shall implement the follow- up procedures set forth below:

a. review the restraint with the student to address the behavior that precipitated the restraint;

b. review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and

c. follow-up for the students who witnessed the incident.

2. Reporting Requirements

a. Staff who administer a restraint shall verbally inform the principal of any physical restraint as soon as possible and by no later than the close of the school day on which the restraint was administered and, by written report, no later than the next school working day after the restraint was administered, for review of the use of the restraint. A copy of the reporting form is attached hereto at **Tab A**. If the principal administered the restraint, the principal shall prepare the report no later than the next school working day after the restraint was administered and submit it to the Assistant Superintendent of Student Services and the Superintendent for review.

b. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Massachusetts Department of Elementary and Secondary Education or the student's parent/guardian/caregivers, upon request.

c. The principal or designee shall make reasonable efforts to verbally inform the student's parent/guardian/caregivers of the physical restraint within twenty-four (24) hours of the event, and shall notify the parent/guardian/caregiver by a written report sent either within three (3) working school days of the restraint to an email address provided by the parent/guardian/caregiver for communication about the student, or by regular mail postmarked no later than three school working days of the restraint A written report form letter to parent/guardian/caregiver regarding the administration of a restraint is attached hereto at **Tab B.** This notice should be issued to the parents/guardians/caregivers in English and in the home language of the student.

d. The Principal shall provide the student and the parent/guardian/caregiver 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 Procedures

The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least, but not be limited, to following:

a. review and discussion of the written reports submitted in accordance with 603 C.M.R. 46.06 and section IV of these administrative provides and guidelines and any comments provided by the student and parent/guardian/caregiver about such reports and the use of restraints;

b. 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;

c. consideration of factors that may have contributed to the 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; and

d. an agreement on a written plan of action by the school.

If the principal participated in the restraint the Superintendent has designated that the Assistant Superintendent of Student Services shall lead the review team's discussion. The review team should include the Assistant Superintendent of Elementary and/or the Executive Director of Special Education. The principal shall ensure that a record of each individual student review is

maintained and made available for review by the Massachusetts Department of Elementary and Secondary Education or the parent/guardian/caregiver of the student, upon request.

4. 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 or 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.

5. Report of Restraint-Related Injuries

When a restraint results in any injury to a student or a staff member, the principal shall send a copy of the written report required by 603 C.M.R. 46.04(4) along with a copy of the record of the school's physical restraints maintained by the principal as required by 603 C.MR. 46.06(2) and section G(3)(d) above, for the thirty (30) day period prior to the date of the reported restraint to the Massachusetts Department of Elementary and Secondary Education with a copy to the Superintendent of Schools. The report must be postmarked no later than three school working days of the administration of the restraint.

6. Annual Report of All Physical Restraints

All principals shall work with the Office of Student Services to ensure the collection and annual report of data to the Massachusetts Department of Elementary and Secondary Education regarding the use of physical restraint in the manner and form directed by the Massachusetts Department of Education.

V. DISTRICT'S TRAINING REQUIREMENTS

A. For All Program Staff

Within the first month of each school year, the principal of each school shall provide all program staff with training on the Cambridge Public Schools Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used. Additionally, for all new school employees that are hired after the start of the school year, the principal shall within the first month of their employment provide the new employees with training on this Cambridge Public Schools Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used. The training shall consist of the following: (a) the role of the student, family and staff in preventing restraint; (b) the Cambridge Public Schools 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 restraint 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).

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 who are 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's physical restraint regulations, the Cambridge Public Schools recommends that such training be at least sixteen (16) hours in length with refresher training occurring annually thereafter.

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 impact, including but not limited to psychological, physiological and social-emotional effects. *See* 603 C.M.R. 46.04(3)&(4).

VI. COMPLAINT PROCEDURES

A. Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or their parent/guardian/caregiver who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or their parent/guardian/caregiver should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian/caregiver's receipt of the written report from the school detailed above in Section IV(F)(2). The principal shall attempt, within their authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or their parent/guardian/caregiver is not satisfied with the resolution, or if the student and/or their parent/guardian/caregiver does not choose informal resolution, then the student and/or their parent/guardian/caregiver may proceed with the formal complaint process detailed below in Section VI(B).

B. Formal Resolution of Concern About Use of Physical Restraint

A student or their parent/guardian/caregiver who has concerns regarding a specific use of a physical restraint, may seek to resolve 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 their parent/guardian/caregiver should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian/caregiver's receipt of the written report from the school detailed above in Section IV(F)(2). The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

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 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 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

It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Cambridge Public Schools Non-Discrimination Policy and/or Title IX/Sexual Misconduct Policy 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, 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 Section 23.0 of the *Cambridge Public Schools Rights and Responsibilities Handbook* to seek resolution of any complaints regarding a student's deprivation of rights set forth in the *Cambridge Public Schools Rights and Responsibilities Handbook*.

***Policy references**: JKAA*
***Legal references**: 603 C.M.R. 46.00*
***Last updated**:* July 28, 2025

Cambridge Public Schools
Physical Restraint Report Form

TO BE COMPLETED AND GIVEN BY STAFF MEMBER WHO ADMINISTERED RESTRAINT TO PRINCIPAL WITHIN 24 HOURS OF RESTRAINT. IF PRINCIPAL ADMINISTERED RESTRAINT, FORM MUST BE COMPLETED WITHIN 24 HOURS OF RESTRAINT AND GIVEN TO SUPERINTENDENT AND ASSISTANT SUPERINTENDENT FOR OFFICE OF STUDENT SERVICES. THIS FORM IS FOR DESE REPORTING

SASID: *_____ **Student Name:** *_____ **Gender:** *_____

DOB: *_____ **School:** *_____ **Does student have an IEP: ***_____

Date of Restraint: *_____ **Start Time:** *_____ **End Time:** *_____ (of longest restraint)

Did episode of restraint involve multiple holds? *_____

Subject Period: *_____ **Location of Restraint:** *_____ **Hold Used:** *_____

If episode involved multiple restraints, hold used should be categorized according to the most restrictive hold.

Person 1 Who Administered Restraint*

Name*:_____

Title*:_____

Has this person received restraint training within the past year? *_____

Person 2 Who Administered Restraint

Name:_____

Title:_____

Has this person received restraint training within the past year?_____

Person 3 Who Administered Restraint

Name:_____

Title:_____

Has this person received restraint training within the past year?_____

Observer 1

Name*:_____ Title*:_____ Has this person received restraint training within the past year? * ____

Observer 2

Name:_____ Title:_____

Has this person received restraint training within the past year?____

Observer 3

Name: _____

Title: _____

Has this person received restraint training within the past year?

Last updated: July 25, 2025

Was anyone injured during the restraint?* _____

In the event of a student and/or staff injury, the Department will be automatically notified.

Who was injured during the restraint? Names of those injured and description of injuries to each individual and medical care provided, if any:

Antecedent activity (describe the environment/setting prior to the restraint): *

Behavior that justified the need to use restraint (e.g., to protect a student and/or member of the school community from assault or serious imminent physical harm): *

Description of de-escalation techniques and alternatives to restraint that were attempted: *

Description of why restraint hold was chosen:*

(If episode involved multiple restraints, include a detailed narrative containing information about each hold during the episode, including start and end times for each of them)

Description of the child's behavior and reaction during the restraint; how the restraint ended; and how the child's well being was monitored: *

Description of discipline and/or further action that may be taken, if appropriate: *

If a single restraint hold lasted longer than 20 minutes provide the following information:

- Explanation for why an extended restraint was required: _____
- Name of the administrator who approved continuation of the restraint: _____
- Name of principal/administrator who was immediately notified of restraint: _____

Parent/guardian notification or documented attempts to contact (within 24 hours): *

Name of Person who notified Parent/guardian: *_____

Date: *_____ Time:_____ Method:_____

Additional Comments:

Written report of administration of restraint sent to parent/guardian within 3 school working days on:*

Name of Person who sent report: *_____

Date: *_____ Time:_____ **Report sent in primary language of the parent/guardian**: *_____

Please note that it is the obligation of the agency/program/LEA to ensure that any printed version of this information that may be used to satisfy the written reporting requirements of 603 CMR 46.06 is complete, accurate and meets the requirements of all applicable regulations. It is further the obligation of the agency/program/LEA to maintain copies of all such reports in the individual student record.

According to, 603 CMR 46.06(4)(e), schools must offer parents/guardians an opportunity to discuss with school officials the

restraint, consequences that may be imposed on the student, or any related matter. Parents/guardian wishing to discuss any of these concerns should contact: *

Name:*_____ Title:*_____

Name of Person Completing Form: *_____

Date of Report: *_____

Received by Principal: *

_____ _____

Signature Date

Received by Superintendent:

Signature Date

Cc: Assistant Superintendent for Student Services
Psychologist/Team Chairperson

TAB B

TO BE TRANSLATED INTO THE STUDENT'S HOME LANGUAGE

WRITTEN REPORT TO PARENTS/GUARDIANS/CAREGIVERS REGARDING PHYSICAL RESTRAINT

(VERBAL NOTIFICATION TO PARENTS/GUARDIANS/CAREGIVERS WITHIN 24 HOURS OF RESTRAINT AND WRITTEN REPORT TO BE PROVIDED WITHIN 3 DAYS OF RESTRAINT)

INSERT DATE

INSERT NAME AND
ADDRESS OF PARENT/GUARDIAN/CAREGIVER
OF STUDENT

Dear Parent/Guardian/Caregiver of_____:

This is to inform you that your child was restrained on _____
(Date)
by_____. The restraint was
(Name & Title of Staff Member(s) Who Administered Restraint)

observed by_____. The restraint, which
(Name & Title of Staff Member(s) Who Observed Restraint)

consisted of _____
_____
_____
(Describe administration of restraint including holds used and why holds necessary)
began at_____and ended at_____. Your child's behavior and reactions during the restraint were as follows: _____
_____
_____. The restraint ended in the following manner: _____
_____
_____.
Following the restraint,_____informed_____that the restraint had taken place.

Immediately preceding the use of the physical restraint the staff and students were engaged in the following activity: _____
_____
_____
_____. The behavior of your child that prompted the restraint was the following: _____
_____. The following efforts were made to de-escalate the situation and the following alternatives were attempted prior to initiating the physical restraint: _____
_____

_____

(Describe the alternatives to the restraint that were attempted, the outcome of those efforts and the justification for administering the restraint.)

_____

_____

_____

_____. The reason for initiating the physical restraint was _____

_____

USE EITHER ALTERNATIVE PARAGRAPH A OR PARAGRAPH B DEPENDING UPON WHETHER AN INJURY OCCURRED DURING THE RESTRAINT.

ALTERNATIVE PARAGRAPH A: There was no injury to your child and/or to staff during the restraint.

ALTERNATIVE PARAGRAPH B: There was an injury to_____during the restraint. As a result of this injury medical care was provided. A copy of the incident report with respect to this injury is enclosed with this letter.

If it is determined that the behavior which was the basis for this physical restraint is of a more serious nature as to warrant disciplinary action, you will be notified in writing of the date of the suspension hearing by a separate letter.

If you wish to meet with me to discuss the use of the restraint, this report, any disciplinary sanctions that may be imposed and/or any other related matter with respect to your child, please do not hesitate to contact me. You may also, if you wish to do so, provide me with any comments that you may have regarding the use of the restraint, this report, any disciplinary sanctions that may be imposed and/or any other related matter in writing. Additionally, a copy of the Cambridge Public Schools Physical Restraint Procedures and Guidelines are enclosed for your reference.

Sincerely,

Principal

Enclosure