

File: JKAA-R - PHYSICAL RESTRAINT PROCEDURES

I. Appropriate responses to student behavior that may require immediate intervention /Administration of physical restraint

- A. Physical restraint may only be used in the following circumstances:
 - 1. As a last resort, when non-physical interventions are ineffective; and
 - 2. The student's behavior poses a threat of imminent, serious, harm to self and/or others.
- B. Physical restraint is prohibited in the following circumstances:
 - 1. As a means of punishment; or
 - 2. As a response to property destruction, 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, serious, physical harm. However, if the property destruction or the refusal to comply with a school rule or staff directive escalates into a situation which could result in imminent harm to the student or to others, physical restraint is appropriate.
- C. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not participate in the restraint. The training requirements, however, 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.
- D. Physical restraint shall be limited to the use of such reasonable restriction of movement necessary to protect a student or others from assault or imminent, serious, physical harm.
- E. A person administering physical restraint shall use the safest method available and appropriate to the situation and only for the amount of time required for the student to regain control of this behavior ensuring safety of all.
- F. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.
- G. Additional safety requirements:
 - 1. A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
 - 2. If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
 - 3. Program staff 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.

- H. At an appropriate time after release of a student from physical restraint, a school administrator or other appropriate school staff shall:
 - 1. review the incident with the student to address the behavior that precipitated the restraint;
 - 2. review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and
 - 3. consider whether any follow-up is appropriate for students who witnessed the incident.

II. Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals

- A. Gateway Regional School District will utilize a variety of internal and external supports to identify students in need and provide interventions to address academic, emotional and social needs.
- B. Interventions include but are not limited to: Relationship Building, Positive Behavioral Interventions (PBIS), GSA and other student support organizations, Peer Mediation, MTSS-Tiered system of support (building based in all schools), counseling, referral for evaluation in the area(s) of need, Functional Behavior Assessment (FBA), clinical assessment, behavior plans and behavior contracting, and home school communication.

III. Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations

I. Alternatives

- A. Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

SUGGESTED OPTIONS INCLUDE:

- 1. Positive behavioral interventions
- 2. Recognition and support for positive behaviors Calm, neutral, respectful approach and posture Non-judgmental tone of voice
- 3. Use of humor
- 4. Active and quiet listening strategies
- 5. Validation, empathy
- 6. Distraction techniques
- 7. Active problem solving
- 8. Compromise and negotiation
- 9. Clarification of expectations
- 10. Verbal redirection
- 11. Use of logical and natural consequences
- 12. Opportunity for time out or chill space
- 13. Relaxation techniques

14. Behavior shaping
15. Restructuring the classroom environment (e.g. reduce noise and distractions, change seats, groups or seating arrangement)
16. Loss of earned tokens/rewards/privileges
17. Call administrator and/or school adjustment counselor for support
18. Escape and evasion techniques
19. Physical escort to a separate space for time-out
20. Removal of student from room or removal of others from room to limit audience

II. Methods of Physical Restraint:

- A. Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.
- B. The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm to themselves or others. Staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.
 1. CPI's Children's Seated or Standing High Level Restriction
 2. CPI's Seated or Standing High-Level Restriction.
- C. All physical restraints must terminate as soon as the student is no longer an immediate danger to themselves or others, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.0

IV. Reporting requirements:

- A. Program staff shall report the use of physical restraint after administration of every physical restraint

- B. The staff member who administered such a restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day.
1. The written report shall be provided to the principal or his/her designee, except the principal shall prepare the report if the principal administered the restraint;
 2. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.
 3. **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.
 4. **Individual student review.** 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. If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The assessment shall include at least the following:
 - a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the 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 escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
 - d) agreement on a written plan of action by the program.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.

- C. The principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) of such restraint as soon as possible, and by written report postmarked no later than three school working days following the use of such restraint.
 - 1. If the school customarily provides school related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.
- D. The written report shall include:
 - 1. Names and job title of the staff who administered the restraint, and observers, if any,
 - 2. Date of restraint and time restraint began and ended;
 - 3. Name of administrator who was verbally informed following the restraint;
 - 4. Description of the activity the student, other students, and staff in the area were engaged in immediately preceding the use of physical restraint;
 - 5. Student's behavior that prompted the restraint;
 - 6. Efforts made to de-escalate the situation and alternatives to restraint that were attempted;
 - 7. Justification for initiating physical restraint;
 - 8. Description of administration of restraint including:
 - a) the holds used and reasons such holds were necessary
 - b) the student's behavior and reactions during the restraint
 - c) how the restraint ended and
 - d) documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;
 - 9. For extended restraints (restraints lasting more than twenty minutes), description of the alternatives to extended restraint that were attempted, the outcome of those efforts, and the justification for administering the extended restraint;
 - 10. Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student; and
 - 11. Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions, and/or other related matters.
- E. The school will, within three school working days of the reported restraint, provide to the Department of Education a copy of the written report as described above and a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the reported restraint when:
 - 1. a restraint has resulted in a serious injury to a student or program staff member.

V. Procedures for receiving and investigating complaints

- A. This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any

individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

1. The complaint must be submitted in writing or on audiotape to the building principal.
2. The building principal will meet with the complainant within ten (10) school days of receipt of the complaint.
3. A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the building principal and the Department of Elementary and Secondary Education.
4. A written report will be developed by the building principal and provided to the complainant.

VI. **Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure**

- A. Gateway Regional School District will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council, the parent-teacher organization, and other relevant community groups.
- B. Any parent with concerns about the use of physical restraint at any school within Gateway Regional School District may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Procedures for receiving and investigating complaints described in section V. above.

VII. **Chemical/Mechanical restraints prohibited**

- A. Chemical restraint - the administration of medication for the purpose of restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s).
- B. Mechanical restraint - the use of physical device to restrict the movement of a student or the movement or normal function of a portion of his/her body is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s).
 1. A protective or stabilizing device, such as a harness, lap or other belts for securing a child in a chair, ordered by a physical or a therapist shall not be considered mechanical restraint
- C. Prone Restraint: shall mean a physical 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 face-down position.

VIII. **Process for obtaining Principal approval for a time out exceeding 30 minutes**

- A. Whenever a student is placed in a time-out staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.
- B. A log will be kept documenting the time the student entered and exited the time out, the name of the person sending the student to time out, the behavior of the student upon entering and exiting, as well as at 30 minutes, and the principal's/designee's signature approving continuation of the time out beyond 30 minutes.

IX. Procedures for Periodic Review of Physical Restraint Data

- A. The principal or designee will review physical restraint data on a weekly basis to identify individual students who have been restrained multiple times during the week, as well as any injuries to staff or students sustained during any restraint.
- B. If any student or injury is identified, the principal or designee will convene a review team to discuss and assess the written reports for each individual student identified, assess the student's needs and make recommendations for evaluation and/or additional support as needed. This review will include:
 - 1. Any comments provided by the student or parent,
 - 2. An analysis of the circumstances leading up to the restraint,
 - 3. Consideration of factors that may have contributed to the escalation of behaviors,
 - 4. Alternatives that could be used in the future
- C. The principal or designee will review school-wide physical restraint data on a minimum monthly basis to include consideration of:
 - 1. Patterns of restraint use by similarities in the time of day, day of the week,
 - 2. individuals involved
 - 3. The number and duration of physical restraints school-wide and for individual students,
 - 4. The duration of restraints,
 - 5. The number and type of injuries resulting from use of restraint.
- D. Based on this information, the principal or designee will 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 Positive Behavioral Intervention Strategies and Supports (PBIS) or take other action as needed or appropriate to reduce or eliminate restraints.

X. Staff Training

- A. All staff/faculty will receive training regarding the school's restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting of their employment. Required training for all staff will include review of the following:
 - 1. The District's restraint policy;

2. Interventions which 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
 5. Identification of program staff who have received in-depth training (as set forth below in section C in the use of physical restraint)
 6. The role of the student, family and staff in preventing restraint.
- B. Designated staff members shall participate in in-depth training in the use of physical restraint. At the beginning of the school year, the principal will identify those staff who will participate in in-depth training and who will then be building based Teams to ensure the proper use of restraint. In-depth training will include:
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. A description and identification of dangerous behaviors on the part of a student 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, and when and how to summon appropriate 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.
 6. Instruction regarding the impact of physical restraint on the student and family; recognizing the fact that restraint has a profound impact on all individuals involved; included but not limited to psychological, physiological and social-emotional effects.
- C. Staff/faculty will review any behavior plans and become familiar with techniques to be used with the student. This may include de-escalate techniques, behavioral contracting and crisis intervention to ensure safety and well being of student and staff involved

Approved December 10, 2025