

PHYSICAL RESTRAINT OF STUDENTS

The Cohasset Public Schools complies with the Massachusetts Department of Elementary and Secondary Education's (hereinafter "MA DESE") regulations governing the use of physical restraint, seclusion and time-out, which can be found at 603 CMR 46.00 et seq. (hereinafter "the Regulations"). According to their terms, the Regulations apply at school and also at school-sponsored events and activities, whether or not on school property. Additional information, including a copy of the Regulations, may be obtained from the Student Services Office or at <https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>.

PURPOSE. The purpose of this policy is to ensure that every student attending the Cohasset Public Schools is free from the use of physical restraint, seclusion or time-out that is inconsistent with the Regulations. Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members and students of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such 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.

Consistent with the Regulations, nothing in this policy shall preclude a teacher, employee, or agent of the Cohasset Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm or to implement school-based discipline (such as in school suspension) in accordance with due process and state laws/regulations. In addition, nothing in this Policy or the Regulations prohibits law enforcement or school security personnel from exercising their responsibilities, including physical detainment of an individual alleged to have committed a crime or posing a security risk.

DEFINITIONS.

The definitions of forms of restraint, seclusion, and time-out shall be as defined in 603 CMR 46.02.

Mechanical restraint, medication restraint, prone restraint, seclusion unless permitted pursuant to 603 CMR 46.07(2) and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are strictly prohibited in the Cohasset Public Schools.

Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

RESTRAINT PREVENTION & BEHAVIOR SUPPORT PROCEDURES

The Superintendent will develop procedures that shall include, but not be limited to:

- Appropriate responses to student behavior that may require immediate intervention;
- 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;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint and procedures for using physical restraint in emergency situations consistent with the Regulations;
- Descriptions of the school's training requirements, reporting requirements, and follow-up procedures, including, but not limited to reporting requirements for physical restraint and emergency seclusion (e.g., making reasonable efforts to orally notify a parent/guardian of the use of restraint or emergency seclusion within 24 hours of its imposition);
- Procedures for receiving and investigating complaints;
- Procedures for conducting periodic review of data and documentation on the use of physical restraints and emergency seclusion;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint, seclusion unless permitted pursuant to 603 CMR 46.07(2), and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#).
- Conditions required by the Regulations to use seclusion in an emergency situation as well as the proper administration of emergency seclusion including, but not limited to, requiring the principal's approval if an emergency seclusion is used for more than 30 minutes.
- Procedures for using time-out as a behavioral support strategy consistent with the Regulations, including a process for obtaining the principal's approval for a time-out exceeding 30 minutes.
- Safeguards that the school district has put in place for areas used for time-out or emergency seclusion.

STAFF TRAINING

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

PROHIBITIONS REGARDING PHYSICAL RESTRAINT

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

Physical restraint is prohibited 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.

Physical restraint also shall not be used 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.

DISSEMINATION OF PHYSICAL RESTRAINT POLICY & PROCEDURES

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the physical restraint regulations to each principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

Updates to Reflect MA DESE regulation updates effective 8/17/2026

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

ADOPTED: August 2015

Updated: July 2026

Physical Restraint Prevention and Behavior Support Procedures

The Cohasset Public Schools' School Committee has adopted policy JKAA designed to ensure that every student attending the Cohasset Public Schools is free from the use of physical restraint, emergency seclusion or time-out that is inconsistent with Massachusetts Department of Elementary and Secondary Education's (hereinafter "MA DESE") regulations governing their use with publicly funded elementary and secondary school students (hereinafter "the Regulations"). The Regulations may be found at 603 CMR 46.00 et seq. and are linked here: <https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>. The Regulations apply not only at school but also at school-sponsored events and activities, whether taking place on school property or in the community.

School Committee policy JKAA requires the Superintendent to develop these physical restraint prevention and behavior support procedures. Nothing in the School Committee policy or these procedures shall preclude a teacher, employee, or agent of the Cohasset Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm or to implement school-based discipline (such as in school suspension) in accordance with due process and state laws/regulations. In addition, nothing in this Policy or the Regulations prohibits law enforcement or school security personnel from exercising their responsibilities, including physical detainment of an individual alleged to have committed a crime or posing a security risk.

DEFINITIONS

As used in 603 CMR 46.02, the following terms shall have the following meanings:

Mechanical Restraint: the use of any physical device or equipment to restrict a student's freedom of movement.

- Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student, which have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the 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 risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior.

- Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: 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.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement.

The following are not physical restraints:

- Brief physical contact to promote student safety.
- Providing physical guidance or prompting when teaching a skill;
- Redirecting attention
- Providing comfort
- Physical escort (as defined above)

Principal: the instructional leader of a public education school program or designee.

Prone Restraint: 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. Cohasset Public Schools does not use prone restraints.

Seclusion: involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave.

The following are not seclusion:

- 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;
- 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;
- Time-out as a behavioral support strategy (as defined below)

Time-Out: 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 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.

Interventions and Alternatives to Physical Restraints and Methods Used During Emergency Situations

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 potential high-risk behavior occurring among groups of students or with an individual student. Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to directives or other lawful and less intrusive behavior interventions, or such

interventions are deemed to be inappropriate under the circumstances. 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:

A. Verbal Prompt – A verbal prompt is communicating what expected behavior is by clearly stating instructions and expectations.

B. Full or Partial Physical Cue – A full or partial physical cue is any time an adult needs to place their hands on a child or physically redirect a child. These are used at increasing levels as needed to return a child safely to task. See Physical Redirection, Physical Escort, and Physical Containment below.

C. Physical Escort – as defined by the Regulations, a “physical escort” 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. A “physical escort” is done by standing just behind the child, grasping the child immediately above the elbow with one hand and placing the other hand between the child’s shoulder blades, and then “escorting” the child in a firm and brisk manner to a safe location.

E. Time-out – Time-out is 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 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 is not used as a punishment or consequence for a student who is dysregulated or unable to access the learning community.

De-escalation Guidelines

Below are general guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student:

1. Remain calm -To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior, use a neutral and level tone of voice, control one’s facial expressions and use 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 his/her 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.

Prohibitions

Physical restraint shall not be used:

- as a means of discipline or punishment;
- when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, cardiac conditions, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- 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 only an emergency procedure of last resort.*

Mechanical restraint, medication restraint, prone restraint, seclusion (unless permitted under the conditions described below) and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are strictly prohibited in the Cohasset Public Schools.

Student files are reviewed annually at the school level by the Principal, Coordinator, or their designee, or upon enrollment, for contraindications. That information is then shared with relevant staff.

Proper Administration of Physical Restraint

Only Cohasset Public Schools personnel who have received training pursuant to the 603 CMR 46.04(2) or 603 CMR 46.04(3) (i.e., required annual training for all staff or in-depth staff training, respectively) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. As stated explicitly in the Regulations, however, the training requirements contained in 603 CMR 46.00 - and described in this policy - shall not preclude a 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.

When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations. 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, as well as the safest method available and appropriate to the situation, subject to the safety requirements in the Regulations. In terms of duration of restraint, 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.

Additional safety requirements for the use of physical restraint include:

- 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, program staff shall implement follow-up procedures which shall include:
 - Reviewing the incident with the student to address the behavior that precipitated the restraint
 - Following each incident of physical restraint, the Principal or Coordinator, or designee, will conduct a debriefing session with the staff involved, as needed. This session will be documented and will include a discussion of the events that led up to the restraint, a review of the procedures that were followed, and an analysis of the alternatives that were attempted before the restraint was used. During the debriefing, staff also will identify additional strategies that could help prevent similar incidents in the future. The debrief should address the reasons why restraint was used and plan alternative strategies for the future.
 - Considering whether follow-up support is needed for any students who witnessed the incident.
 - Having the school nurse assess the student who was restrained.

Staff Training

Selected and designated personnel who have received training annual training regarding the Cohasset Public Schools' School Committee policy regarding Physical Restraint of Students (JKAA) and these Physical Restraint Prevention and Behavior Support Procedures (Physical Restraint Procedures). Cohasset Public Schools maintains documentation of the training.

Training shall include:

- Information on the role of the student, family, and staff in preventing restraint;
- Cohasset Public Schools' School Committee policy regarding Physical Restraint of Students and these Physical Restraint Procedures, including the use of time-out as a behavior support strategy distinct from seclusion;
- Interventions that may preclude the need for restraint, including de-escalation techniques and other alternatives to restraint in emergency circumstances;
- Types of permitted physical restraints and related safety considerations, including information about the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- 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
- Identification of program staff who have received in-depth training in the use of physical restraint and who may serve as school-wide resources to assist in ensuring proper administration of physical restraint and implementation of the Regulations.

As noted above, selected applicable staff are trained annually on restraint procedures. All selected applicable trained staff are re-certified in Safety Care® by QBS in de-escalation and physical management procedures as per DESE regulations. At the beginning of each school year, the Director of Student Services shall identify staff to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Selected staff shall complete an in-depth sixteen-hour training that includes: the use of physical restraint, prevention techniques, identifying specific dangerous behaviors, experience in restraining and being restrained, demonstration of learned skills, and instruction on the impact physical restraint has on the student and family.

Only school personnel who have received the complete Safety Care® certification training shall administer physical restraint on students, except in an emergency. Some staff are trained in the de-escalation strategies but have restrictions and are not able to implement physical management procedures.

EMERGENCY SECLUSION PROCEDURES

Use of Seclusion (603 CMR 46.07(2))

Seclusion shall not be used in a public education program except in an emergency situation as a last resort on an individual student basis, where a student's behavior poses an imminent threat of assault, or imminent serious physical harm to self or others.

Prohibitions

Seclusion may not be used in an emergency situation unless all of the following conditions are met:

- a. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- b. The student is not responsive to directives or other less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;

- c. Other forms of intervention have failed to ensure the safety of the student and/or others;
- d. There are no medical contraindications, as documented by a licensed physician;
- e. There is psychological or behavioral justification for the use of seclusion and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- f. The program has obtained consent from the student's parent and, if appropriate, the student, to use seclusion in an emergency situation and such use has been approved in writing by the Principal;
- g. Any individual using seclusion has received training about alternative behavior interventions and management techniques; and
- h. The program has documented compliance with (a) and (d) through (g) above in advance of the use of seclusion and maintains the documentation.

Proper Administration of Emergency Seclusion

At all times during the emergency use of seclusion, a staff member must continuously and actively monitor and observe the student who must be observable in all parts of the room or area being used. The staff member must be immediately available to the student, and continue to use de-escalation and calming strategies with the student, unless it is unsafe or counterproductive for the purpose of calming the student.

The emergency use of seclusion must cease as soon as the student's behavior no longer poses a threat of assault or immediate serious physical harm to the student or others, or if the student is observed to be in severe distress such as having difficulty breathing.

No written individual behavior plan or Individualized Education Program (IEP) may include use of seclusion as a standard response to any behavior.

The Principal's approval must be obtained if the emergency seclusion is used for a period longer than 30 minutes.

Any program of the Cohasset Public Schools that uses the emergency intervention of seclusion, consistent with the requirements above, must examine and adopt alternatives and strategies for reducing and eliminating its use no later than 3 years from the effective date of the Regulations (Regulations effective date is August 17, 2026).

REPORTING REQUIREMENTS FOR RESTRAINT AND EMERGENCY SECLUSION

Staff must report the use of **any** physical restraint or emergency seclusion as specified in the Regulations.

Reporting to Principal: The staff member who administered the restraint or emergency seclusion shall verbally inform the principal of the restraint or emergency seclusion as soon

as possible and by written report no later than the next school working day. If the principal administered the restraint or emergency seclusion, the principal shall prepare the written report and submit it to the individual or team that the superintendent designates for review. The principal shall maintain an ongoing record of all reported instances of physical restraint and emergency seclusion of the individual student, which shall be made available for review by the individual student's parent or MA DESE upon request.

- **Maintain Ongoing Record:** The principal also shall maintain an ongoing record of all reported instances of physical restraint and emergency seclusion data regarding all students (the "Physical Restraint Log" and "Seclusion Log").
- **Weekly Review:** The principal shall conduct a weekly review of the Physical Restraint Log and Seclusion Log to identify students who have been restrained and/or emergency secluded 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 a restraint or emergency seclusion, a duly qualified person designated by the superintendent shall lead the review team's discussion.
 - The review team's assessment shall include at least the following:
 - review and discussion of the written reports submitted in accordance with the Regulations and any comments the student and parent provided about the reports and the use of the restraints or emergency seclusion;
 - an analysis of the circumstances leading up to each restraint or emergency seclusion, including factors such as time of day, day of the week, antecedent events, and individuals involved;
 - consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint or emergency seclusion, 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 or emergency seclusion in the future; and agreement on a written plan of action by the program.
 - The principal shall ensure that a record of each individual student review team is maintained and made available for review by MA DESE or the parent, upon request.
- **Monthly Review:** The principal shall conduct a monthly review of the Physical Restraint Log and Seclusion Log. This review shall consider patterns of use of restraints and emergency seclusion by similarities in the time of day, day of week, or individuals involved; the number and duration of restraints and emergency seclusions school-wide and for individual students; the number and type of injuries, if any, resulting from use of restraint or emergency seclusion. The principal shall determine whether it is necessary or appropriate to modify the school district's policy, conduct additional training on restraint or emergency seclusion reduction/prevention strategies (e.g., positive behavioral interventions and supports) or take such other appropriate

action necessary or appropriate to reduce or eliminate restraints or emergency seclusion.

Reporting to Parents: The principal shall make reasonable efforts to inform the student's parent of the restraint or emergency seclusion within 24 hours of the event and shall notify the student's parent by written report sent within three school working days of the restraint or emergency seclusion either to an email address provided by the parent for communication about the student or by regular mail postmarked no later than three school working days of the restraint or emergency seclusion. The written report must contain the information set forth in 603 CMR 46.06(4). The principal must ensure that the written restraint or emergency seclusion report provided to the student's parent is provided to the parent in the language in which report cards and other necessary school-related information are customarily provided to the parent. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint or emergency seclusion and on information in the written report.

Reporting to MA DESE: When a physical restraint or emergency seclusion has resulted in an injury to either a student or staff member, the Cohasset Public Schools shall send a copy of the written report (or electronic version if approved by MA DESE) of that restraint or emergency seclusion to MA DESE no later than three (3) school working days of the administration of the restraint or emergency seclusion, along with a copy of Physical Restraint Log and Seclusion Log, if any, for the 30-day period prior to the reported restraint or emergency seclusion.

Additionally, the Cohasset Public Schools must collect and annually report data to the MA DESE regarding the use of physical restraints and emergency seclusion. Cohasset shall report the data in the manner and form the MA DESE directs.

TIME-OUT PROCEDURES

Use of Time-out (603 CMR 46.02, 46.04(1)(j))

Time-out is 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 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.

If a program uses time-out as a behavioral support strategy, the program must have a procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation. Time out strategies and usage shall be used in accordance with DESE guidance and regulations. Each school that utilizes time out as a behavioral strategy will have written procedures consistent with state laws and regulations.

SAFEGUARDS FOR AREAS USED FOR TIME-OUT OR EMERGENCY SECLUSION

Any room or area used for time-out or emergency seclusion must be clean, safe, and sanitary; appropriate for the purpose of calming students, including, but not limited to, being of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled (consistent with the remainder of the building); free of objects or fixtures that are inherently dangerous to the student; and in compliance with any applicable local fire and building code requirements and any other standards listed by the MA DESE in guidance.

Twice a school year, the school principal and the District's Director of Student Services (or their designees) shall inspect any room or area used for time-out or emergency seclusion, with one inspection occurring at the beginning of a school year. Additionally, any time a room or area actually is used for emergency seclusion, the school principal (or designee) must inspect the room or area a minimum of one time per week during which the room or area actually is used for emergency seclusion.

PREVENTING STUDENT VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE

As set forth in the Regulations, the Cohasset Public Schools shall develop 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.

PARENT ENGAGEMENT

In accordance with the Regulations, the Cohasset Public Schools shall engage parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure of last resort. All parents and guardians receive all Cohasset Public Schools policies through the CPS Handbook at the beginning of each school year; policies also are available on the Cohasset Public Schools website <https://www.cohassetk12.org/school-committee/policy-manual/policy-manual-overview> where they may review a copy of School Committee policy JKAA, Physical Restraint of Students, with these Physical Restraint Procedures attached. The Cohasset Public Schools welcomes parents to request a meeting with their child's principal or IEP Team Chair to discuss any individual use of physical restraint or emergency seclusion or physical restraint, time-out procedures, and emergency seclusion in general.

COMPLAINT PROCEDURE

The Cohasset Public Schools will consider and investigate any complaints that the school district receives regarding the school district's physical restraint practices, including, but not limited to, complaints related to time-out and emergency seclusion practices.

The Cohasset Public Schools has developed a complaint form to assist individuals with sharing their concerns: [CPS Physical Restraint Complaint Form](#). Cohasset accepts online submissions of this complaint form as well as complaints submitted via fax, email, US mail, and in-person. Anyone who prefers or needs a paper copy of the complaint form, has difficulty accessing the

online form, has additional questions or requires assistance with submitting a complaint may contact the Cohasset Public Schools' Student Services office at:

Michael Stapleton
Director of Student Services
143 Pond Street, Cohasset MA
781-383-6104
mstapleton@cohassetk12.org

Complaints must be filed within sixty (60) school days of the event giving rise to the complaint.

The District will investigate the complaint, including interviewing any witnesses deemed necessary and appropriate and reviewing relevant written documentation and data related to the concern. The District's investigation generally will be completed within twenty (20) school days of receiving the complaint. If this general timeline is not met, the District will document the reason(s) for not meeting the timeline. If the complainant is dissatisfied with the determination following the investigation, the complainant may appeal to the Superintendent of Schools who may be reached at:

Dr. Sarah Shannon
Superintendent of Schools
Cohasset Public Schools
781-383-6111
sshannon@cohassetk12.org