

ROXBURY PREPARATORY CHARTER SCHOOL

Physical Restraint Policy

Roxbury Prep's Physical Restraint Policy is developed in accordance with 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. The Policy applies not only at school but also at school-sponsored events and activities, whether or not on school property. Roxbury Prep views Physical Restraint as a last resort and trains staff in other methods for de-escalating student behavior.

Physical restraint shall not be used:

- (a) As a means of discipline or punishment;
- (b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- (d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

The Regulations do not prevent a teacher, employee or agent of Roxbury Prep from using reasonable force to protect students, other persons or themselves from assault or imminent serious physical harm.

Definitions

Extended restraint: A physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.

Physical escort 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.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02

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Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) 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. 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 has calmed.

Restraint Policy Procedures**Prevention, De-Escalation and Alternatives to restraint**

Roxbury Preparatory Charter School campuses provide a safe and structured environment that promotes students' academic and social development. The disciplined environment is largely responsible for the school's academic success. Students who fail to meet the clearly defined standards for appropriate and acceptable conduct are not allowed to disrupt the education of others. Students are held accountable through clear consequences for violating the school's rules.

Roxbury Prep staff have been trained using the Crisis Prevention Institute's Non-Violent Crisis Intervention Model. The model was chosen because teachers and staff are taught to view restraint as a last resort.

Teachers and Staff use the Crisis Development Model(sm) to identify student behaviors and the appropriate response to those behaviors. As a student begins to exhibit signs of agitation staff intervene at an appropriate level to de-escalate the situation.

Teachers and Staff are aware of their body position, body language and their speech as each can be used to de-escalate a situation with a student.

By recognizing the steps in the CPI Verbal Escalation Continuum(sm) Staff and teachers appropriately respond to student questioning, refusal, emotional outbursts, intimidation or threatening. Teachers and Staff set limits for students that are realistic and give the student a path towards de-escalation.

Parent Engagement

Parents are provided with a copy of the restraint policy on an annual basis. During student orientation families are informed that restraint is rarely used at Roxbury Prep and that when it is used it is only as a last resort.

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Method of Physical Restraint

Roxbury Prep uses the Crisis Prevention Model's Team Control Position(sm). Using this method requires multiple staff members, including a staff member not involved in restraining. The non-participating staff member constantly monitors the health and safety of the student during restraint.

Prohibitions

Medical restraint, mechanical restraint and prone restraints are prohibited unless permitted pursuant to 603 CMR 46.03(1)(b). Seclusion and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are also prohibited.

Training Requirements**Required training for all staff.**

Each campus shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (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 CMR 46.03(3) in the use of physical restraint.

In-depth staff training on the use of physical restraint. At the beginning of each school year, the ACOO shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint.

In-depth training in the proper administration of physical restraint shall include, but not be limited to:

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- (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) A 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;
- (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

Reporting Requirements and Follow-up procedures**Informing a school administrator.**

The program staff member who administered the restraint shall verbally inform a school administrator of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to a school administrator for review of the use of the restraint. If a school administrator has administered the restraint, a school administrator shall prepare the report and submit it to the ACOO for review. A school administrator or director 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 parent or the Department upon request.

Informing parents.

A school administrator or director of the program or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. A school administrator shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:

- (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of a school administrator or designee who was verbally informed

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following the restraint; and, as applicable, the name of a school administrator or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Individual student review. A school administrator 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, a school administrator shall convene one or more review teams as a school administrator deems appropriate to assess each student's progress and needs. 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) 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. If a school administrator directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. A school administrator 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.

Administrative review. A school administrator 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. A school administrator 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

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strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or program staff member the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).

Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff, and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints. Complaints regarding restraint practices are covered by Roxbury Prep's complaint procedure listed in the Student & Family Handbook.