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Swampscott Restraint Procedures

Swampscott Reporting Form

Swampscott Public Schools follows all regulations and guidelines as outlined in [603 CMR 46.00 Prevention of Physical Restraint and Requirements if Used](#)

The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall 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.*

All Swampscott Staff will participate in yearly mandatory training regarding the prevention of physical restraint.

MANDATORY TRAINING

All participants will be required to sign off on their completion of mandatory training. In addition, all information will be reviewed in person at the first faculty meeting.

All principals, assistant principals, deans of students, etc. along with all members of the building crisis team will be required to complete the [Restraint Information Course](#).

Each school will have a crisis team consisting of professionals with mandatory inclusion of mental health professionals as a school psychologist, school adjustment counselor and/or guidance counselor.

Swampscott currently utilizes [Crisis Prevention Intervention](#) with teams in all buildings trained in CPI lead by a district trainer. Best practices in the CPI training are followed regarding certification and recertification.

[Restraint Reporting Requirements](#)

Behavioral Support Procedures

The Swampscott School district employs a behavior management plan that utilizes redirection and positive reinforcement. Students are taught on a daily basis positive social behaviors through incidental teaching and direct lessons and are positively reinforced for these behaviors. Several supports are in place throughout the district for all students to learn positive social behavior skills and emotional regulation skills and for those students who have challenging behaviors including but not limited to the following:

- School psychologists, guidance counselors and/or school adjustment counselors at every school
- Board Certified Behavior Analyst for the district
- Staff trained in Crisis Prevention Interventions at every school
- Consulting clinical psychologist
- Counseling, social skills groups, lunch bunch/recess groups
- Health and Physical Education class to promote wellness and prevention of bullying
- Special Education services as determined in IEP process
- Use of Social Thinking by Michelle Garcia-Winner, Mindfulness training, Zones of Regulation, Restorative Circles

Students who require specific behavior support plans are consulted to by the BCBA/school psychologist and/or consulting clinical psychologist. Behavior support plans are created using the principles of Applied Behavioral Analysis

including determining functions for behaviors through data collection and analysis with data informed decisions for interventions. Positive reinforcement to increase appropriate behavior is implemented in all behaviors support plans. When challenging behaviors occur, neutral break procedures may be utilized. Time out is defined as the following: a temporary removal from the learning activity or the classroom where the student is continuously observed by a staff member. Time outs shall cease when the student is calm. Time outs over 20 minutes require the notification of the school principal and additional reporting requirements. Seclusion time is not permitted.

Select staff are trained at each district school in Crisis Prevention Interventions with training that includes but is not limited to the following:

- Crisis developmental behavior levels and appropriate response for de-escalation
- Personal safety techniques for acting out students

Restraint Training Procedures

Required Training for All Staff Procedure: The district CPI Trainer will arrange training to occur each school year, or for staff hired after the beginning of the school year, within a month of their employment if they are on the crisis team.

The training shall include the following information:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The district'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 Training Procedure: Principals and the Assistant Superintendent of Student Services will identify staff who will receive in-depth training using the Crisis Prevention Institute's Non-Violent Crisis Intervention Program. The district's CPI Certified Instructor will schedule and hold the in-depth training. Appropriate certification cards will be forwarded to the Student Services office for record keeping.

Only District personnel who have received formal restraint training, in accordance with DESE regulations, 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. The DESE regulatory training requirements shall not preclude a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent, serious physical harm.

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. A person administering the restraint shall use the safest method available and appropriate to the situation subject to the safety requirements contained in the regulations.

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.

Refresher Training Procedure: All Swampscott Public School Employees who have completed the in-depth training will attend one refresher course each school year held by the district's CPI Certified Instructor. Appropriate certification cards will be forwarded to the Student Support Services office for record keeping.

Addendum: Time-out and Seclusion Definitions:

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.

Addendum:

Update the definition of “time-out” to include “in an unlocked setting from which the student is permitted to leave.”

- Rooms will be the appropriate size for the age and needs of the student, appropriately lighted, ventilated and heated or cooled and free of any objects or fixtures that are inherently dangerous to the student.

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 not permitted to leave. The 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 district's, school's, or program's designated procedures for behavior support, which involves the monitored separation of a student in an unlocked setting, 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.

Swampscott does not utilize seclusion without adult supervision at any time.

May be used under emergency circumstances as a last resort when there is an imminent threat of assault or serious physical harm to the student and/or others. Prior consent from the student’s family and

documentation from a licensed mental health professional and physician.

Parents/guardians must be notified if an emergency seclusion is used and the school will conduct weekly and monthly review of seclusion data as well as reporting the use of reporting the use of emergency seclusion to DESE.

[Permission for Seclusion with adult supervision](#) FORM

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 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. Time out is defined as a “unlocked setting from which the student is permitted to leave”.

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