

WARE  
PUBLIC  
SCHOOLS

RESTRAINT IMPLEMENTATION, PREVENTION  
AND BEHAVIOR INTERVENTION

# Procedure for the Implementation of Physical Restraint, Prevention and Behavior Intervention

## DEFINITIONS

The following terms shall be defined pursuant to 603 CMR 46.02 et seq.:

***Mechanical Restraint:*** The use of any physical device or equipment to restrict a student's freedom of movement. **The use of mechanical restraint is prohibited at Ware Public Schools.**

***Medication Restraint:*** The use of medication for the purpose of temporarily controlling behavior. **The use of medication restraint is prohibited at Ware Public Schools.**

***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.

***School Working Day:*** Any day or partial day that students are in attendance at the public education program for instructional purposes.

***Seclusion:*** 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. **The use of seclusion is expressly prohibited.**

***Time-out:*** 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 purposes of calming. 603 CMR 46.02.

## RESTRAINT PREVENTION

Ware Public Schools (WPS) is guided by the principle that the use of seclusion and restraint can be prevented most effectively by implementing proactive procedures that prevent serious challenging behaviors from occurring. Massachusetts has developed a blueprint outlining a single system of supports that is responsive to the academic and non-academic needs of all students. This blueprint, the Massachusetts Tiered System of Support (MTSS), provides a framework for school improvement that focuses on system level change across the classroom, school, and district. The MTSS model applies the three-tiered public health framework of prevention and interventions to address students' academic and behavioral concerns. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught. WPS is committed to support each school in developing and implementing school-wide positive behavioral interventions and supports as well as a continuum of physical, social, and emotional supports to meet the needs of all students and help to prevent student violence, self-injurious behavior and suicide. WPS utilizes the MTSS blueprint as the vehicle for providing students and staff the support they need to optimize learning and subsequent academic achievement.

**First, schools should operationalize the following principles through their leadership structures and utilization of their Student Assistance Teams (SAT):**

- Invest first in prevention to establish a foundation intervention that is empirically validated to be effective, efficient and sustainable.
- Teach and acknowledge appropriate behavior before relying on negative consequences.
- Use regular “universal screening” to identify students who need more intense support and provide that support as early as possible, and with the intensity needed to meet the student’s need.
- Establish a continuum of behavioral and academic interventions/strategies for use, including but not limited to components of PBIS, Second Step, Responsive Classroom, CPI, The Incredible 5-Point Scale, Social Thinking, Polly Bath strategies, mentoring, etc., when students are identified as needing more intense support.
- Use progress monitoring to assess (a) the fidelity with which support is provided and (b) the impact of support on student academic and social outcomes. Use data for continuous improvement of support.
- Schools will convene a team to review the student’s behavior intervention plan if there are ongoing behavioral concerns.

**Second, the frequency and intensity of a child’s challenging behaviors may be easier to address if the foundational procedures of universal (primary) and secondary prevention are implemented early and with integrity.** Building positive relationships, providing high-quality environments, and assuring a child’s physiological and social-emotional well-being can serve to prevent or mitigate the majority of challenging behaviors.

**Third, Ware Public Schools expects schools within the district to clearly define and overtly teach universally (Tier 1):**

- expected behaviors (rules) across all settings school-wide, including classrooms.
- procedures for teaching & practicing expected behaviors
- procedures for encouraging expected behaviors
- procedures for discouraging problem behaviors
- procedures for data-based decision making
- activities and strategies to promote family awareness and engagement

**Fourth, schools should determine efficient and effective ways to identify at-risk students (through screening and data decision rules) needing additional supports (Tier 2).**

Strategies may include:

- informal assessment process to match intervention to student need & function of problem behavior
- small group social skill instruction
- self-management
- academic supports

**Finally, for more serious and challenging behaviors (Tier 3)**, the recommended approach begins with a functional assessment of the behavior. This assessment process yields information related to the function and maintaining consequences of the behavior, along with a detailed description of the antecedent and contextual events associated with occurrences and non-occurrences of the behavior. The functional assessment of the behavior can lead directly to a behavior support/intervention plan. The support/intervention plan should include strategies for:

- teaching replacement behaviors, especially functional communication, that can serve as alternatives to the targeted challenging behaviors;
- changing the consequences for challenging behaviors so that undesirable behaviors are no longer rewarded and so that, instead, pro-social behaviors are strengthened, and;
- modifying the antecedent and contextual events so that “triggers” for challenging behaviors are eliminated or ameliorated, and stimuli associated with desirable behavior are added and enhanced.
- providing research based interventions, mentoring or counseling (as deemed appropriate) connections to mental health and community agencies (if needed)

**Note:** For students identified as eligible for Special Education services, additional supports may be provided through their Individualized Education Program (IEP) and such students retain all rights afforded to them under state and federal special education laws at all times. Students on IEPs, or their Team members, may request a Team meeting at any time, request a Functional Behavioral Assessment, request review of a Behavior Intervention Plan (BIP) or request any other assessments or data relevant to the student’s needs either arising out of increased behavioral needs, or a restraint that occurred. Additionally, for students with cognitive or developmental disabilities (e.g., Autism) who exhibit challenging behaviors, the principles of Applied Behavior Analysis (ABA) can be utilized as the fundamental approach to addressing and preventing these problem behaviors. This instructional approach emphasizes the importance of looking at the antecedents, behaviors, and consequences (ABC's) of challenging behaviors, teaching alternative or replacement skills, and developing instructional plans using task analysis. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior, 603 CMR 46.03(3)(d).

## **USE OF RESTRAINT**

**If all other lawful and 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.**

**If a student is presenting with ongoing difficulty resulting in a need to utilize physical restraints, please contact the Department of Special Education at 413-967-4271.**

**1. Pursuant to 603 CMR 46.03 (1)(c), Physical restraint, as an emergency procedure of last resort, may be used only when:**

- (a) The student is not responsive to verbal directive or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. And,
- (b) The student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others.

## 2. Limitations of restraint:

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. 603 CMR 46.03(3).

## 3. Instances when restraint is not to be used:

(a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs. 603 CMR 46.03(1)(a).

(b) Physical restraint is not to be used as a means of discipline or punishment. 603 CMR 46.03(2)(a).

(c) Physical restraint is not to be used when the student cannot be safely restrained because it is medically contraindicated for reasons including but not limited to asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting. 603 CMR 46.03(2)(b).

(d) Physical restraint is not to be used as a response to destruction of property, school disruption, refusal of the student to comply with public education program rules or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm. 603 CMR 46.03(2)(c).

(e) Physical restraint should 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. 603 CMR 46.03(2)(d).

(f) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there is no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

See 603 CMR 46.03(1)(b)(1-6)

**4. With the adoption of these new regulations the following forms of restraint are absolutely prohibited: mechanical, medication, and seclusion. Ware Public Schools has established a prohibition on prone restraint.**

## 5. Nothing in this document, or in 603 CMR 46.00, prohibits:

- (a) The right of an individual to report to appropriate authorities a crime committed by a student or another individual.
- (b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other persons alleged to have committed a crime or posing a security risk.
- (c) The exercise of an individual's responsibilities as a mandated reporter of child abuse/neglect pursuant to MGL c. 119, s 51A to the appropriate state agency.
- (d) The protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.
- (g) 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.

## PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

### 1. Trained personnel:

**EVERY** staff member shall receive training on physical restraint policies, restraint prevention and behavioral support policies within the first month of each school year, and for new employees hired after the school year begins, within a month of their employment. 603 CMR 46.04(2).

Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. **Ware Public Schools is recommending at least 4 such individuals per school.** Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. **However, nothing in 603 CMR 46.00 or this policy shall preclude a teacher, employee or agent of the public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious physical harm. 603 CMR 46.05(1).**

### 2. Use of force:

Any individual(s) administering physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm. 603 CMR 46.05(2).

### 3. Duration of Restraint:

All physical restraints 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. 603 CMR 46.05(4).

### 4. Safety requirements:

Pursuant to 603 CMR 46.05(5), the following is required:

- (a) A restraint will not be administered in a manner that prevents the student from speaking or breathing.
- (b) A restraint shall be administered in such a way so as to prevent or minimize physical harm.

(c) During a restraint, a staff member shall continuously monitor the physical status of the student including skin temperature and color, and respiration.

(d) If at any time during the restraint the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the restraint will immediately terminate and medical assistance will be sought.

(e) Program staff will 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.

(f) During a restraint, staff will continuously talk to and engage the student in an attempt to de-escalate behavior and to end the restraint as soon as possible.

(g) Staff administering physical restraint will use the safest method available that is appropriate to the situation.

(h) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval from the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(i) After the release of a student from restraint, the incident, when applicable, will be reviewed with the student and the behavior that led up to the restraint will be addressed.

(j) The staff person(s) who administered the restraint will also have a review to discuss whether proper restraint procedures were followed, and consider whether any follow-up is appropriate for students who witnessed the incident.

## **REPORTING REQUIREMENTS**

### **1. All restraints must be reported:**

- **Any staff member, who administers ANY restraint, shall verbally inform the Principal as soon as possible and by written report no later than the next school working day.**
- The principal shall maintain an on-going record of all reported instances of physical restraint.
- If the Principal has administered the restraint, then he/she shall submit the report to an individual or team designated by the superintendent for review.
- In the event a restraint results in: (1) 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). 603 CMR 46.06(7).

## **Review of Restraint Data and Reports**

### **Individual Student Review: (See Attachment A)**

The Principal shall also conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week (defined as two (2) times or more). 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. Such reviews shall include review and discussion of written reports of the incidents and of any comments provided by the student and parents; analysis of the circumstances leading up to each restraint, including factors such as time of day, day of week, antecedent events, individuals involved and consideration of factors that contributed to behavioral escalation, alternatives to restraint, including de-escalation techniques and other interventions etc. The review shall include an agreement on a written plan of action by the program. A record of the review must be maintained in the student record. If the plan of action leads to changes in the IEP, a Team meeting needs to occur.

### **Monthly School-Wide Review: (See Attachment B)**

The principal shall also 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. 603 CMR 46.06(5)(a-d). Principal shall consider whether any additional training is necessary for program staff.

## **2. Informing parents:**

The Principal will verbally inform the student's parents of the restraint **within 24 hours** of the time when the restraint occurred. Additionally, the Principal shall notify the parent by written report sent within **three (3)** school working days following the use of restraint to an email address provided by the parents for communications about the student, or by regular mail postmarked. The restraint report will be generated utilizing the **DESE Security Portal Restraint Application**. In the event that the information cannot be entered utilizing the DESE Restraint Application, an alternative report will be completed and be sent to the parent (**See Attachment C, Physical Restraint Report**). If the program customarily provides parents 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 English and in that language. The translated forms will be made available via the Ware Public Schools Website. The principal 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. 603 CMR 46.06(3). The parent can request a meeting to review the student's intervention plan. The school Student Assistance Team or a subset of this team can be convened to review the needs and interventions for this student.

## **3. Reporting to Department of Elementary and Secondary Education:**

All restraints will be entered into the **DESE Security Portal Restraint Application**. In addition, the Principal shall maintain an on-going record of all reported instances of physical restraint. A report of all district-wide physical restraints shall be sent annually sent to DESE by July 31.

Any restraint that results in injury shall be reported to DESE pursuant to 603 CMR 46.06(7).



## **TIME-OUT (DESE Technical Assistance Advisory SPED 2016-1: Time-out and Seclusion)**

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 staff direction, 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 identified purpose of calming. Time-out shall cease as soon as the student has calmed. There are two type of time-outs, inclusionary and exclusionary.

**Inclusionary Time-out:** Includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. This does not include walled off "time-out" rooms located within the classroom; use of those is considered an exclusionary time-out.

**Exclusionary Time-out:** The separation of a student or students from the rest of the class either through complete visual separation or from actual physical separation. Exclusionary time-out as a staff- directed behavioral support should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. Staff- directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.

During an exclusionary time-out:

- The student must be continuously observed by a staff member;
- Staff must be with the student or immediately available to the student at all times;
- The space used for exclusionary time-out must be clean, safe, sanitary, and appropriate for the purpose of calming;

When a student is separated from the learning environment in an exclusionary time-out, s/he must be in a safe and calming environment. For any exclusionary time-out that may last longer than 30 minutes, programs must seek approval from the principal for the continued use of time-out. The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified. If it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.

Exclusionary time-out is an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm. Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student. Exclusionary time-out must end when the student has calmed.

## **SECLUSION (DESE Technical Assistance Advisory SPED 2016-1: Time-out and Seclusion)**

Seclusion is involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

The key elements of this definition are two factors considered together, (1) the student is alone with no staff present or immediately available; and (2) the student is prevented from leaving the area. The use of seclusion is prohibited in Massachusetts. (See Attachment D for a flowchart that diagrams instances when an exclusionary time-out has become seclusion)

## **GRIEVANCE PROCEDURES**

### **Informal Complaints**

Parents will notify the Principal or designee of any concerns regarding restraint practices and procedure. If a designee receives the complaint or a concern, that designee shall notify principal within the school day. The principal shall attempt, within his/her authority to work with the parent/guardian to resolve the complaint fairly and expeditiously. If the parent/guardian are not satisfied with the resolution, or does not choose informal resolution, then the parent/guardian may proceed with the formal complaint process.

### **Formal Complaints**

A complaint may be submitted to the Director of Special Education regarding any restraint. Parents/Guardians can also utilize the "*Grievance Procedures*" articulated in the Student/Staff Handbook that is published annually.

## **CONTACTS:**

Jessica Bolduc  
Director of Special Education  
Ware Public Schools  
413-967-6236  
[jbolduc@ware.k12.ma.us](mailto:jbolduc@ware.k12.ma.us)

Adopted January 1, 2016  
Updated: August 20, 2017

State Requirements:  
M.G.L. c. 71, s. 37G; 603 CMR 46.00

Federal Requirements (IDEA-97)



# WARE PUBLIC SCHOOLS

## Individual Restraint Review Record

Student's Name		Date of Review	
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**Please complete the following steps when conducting an individual restraint record review:**

- Review the written reports submitted for the student.
- Convene a team to discuss the written reports.
- Review comments provided by the student and parent about such reports and the use of the restraints.
- Conduct analysis of the circumstances leading up to each restraint including factors such as:
  - Time of day
  - Day of the week
  - Antecedent events
  - Individuals involved
- Consider factors that may have contributed to the escalation of behaviors.
- Consider 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.
- Agree on a written plan of action by the program.

Team members participating in this review:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Principal's Name: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_



# WARE PUBLIC SCHOOLS

## Monthly Restraint Data Review

Today's Date		Month of Review	
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**This monthly review will consider:**

- Patterns of the use of restraints by similarities in:
  - Time of day
  - Day of the week
  - Individuals involved
  - Location
- The number of physical restraints school-wide
- The duration of physical restraints
- For individual students:
  - The number of restraints
  - The duration of restraints
  - Injuries, if any, resulting from the use of restraint
- 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
  - Take such other action as necessary or appropriate to reduce or eliminate restraints

**Review Completed By:**

Principal's Name: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_



Attachment C

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4096

Telephone: (781) 338-3700
TTY: N.E.T. Relay 1-800-439-2370

Physical Restraint Report
603 CMR 46.06(5)

NOTE: This report is required to be submitted to the Department of Elementary and Secondary Education, Director of Program Quality Assurance Services, by a publicly funded education day program after 1) physical restraint of a Massachusetts student lasting longer than twenty (20) minutes or 2) physical restraint of a Massachusetts student that results in serious injury requiring emergency medical intervention to a student or staff member.

IDENTIFYING INFORMATION:

Name of School District, Charter School, Educational Collaborative or Approved Private Special Education Day Program:

Name of Student: Date of restraint:

Date of birth: Age: Gender: M / F Grade level:

Does student currently receive special education services? Yes: No:

Date of this report: Site of restraint:

This report prepared by: Position:

Address: Telephone: ( )

Staff administering restraint:

Name: Title: Completed in-depth restraint training program: No Yes

Name: Title: Completed in-depth restraint training program: No Yes

Name: Title: Completed in-depth restraint training program: No Yes

Name of restraint methodology:

Observers (if any):

Name: Title:

Name: Title:

Administrator who was verbally informed following the restraint:

Name: Title:

Reported by: Title:

**PRECIPITATING ACTIVITY:**

Thorough description of activity in which the restrained or other students were engaged immediately preceding use of physical restraint:

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Behavior that prompted and justified the restraint:

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Thorough description of efforts made to deescalate and alternatives to restraint that were attempted:

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**DESCRIPTION OF PHYSICAL RESTRAINT:**

Justification for initiating physical restraint (*check all that apply*):

- Non-physical interventions were not effective
- To protect student from imminent, serious, physical harm
- To protect other student/staff from imminent, serious, physical harm

Describe holds used and why such holds were necessary:

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Student's behavior and reaction during restraint:

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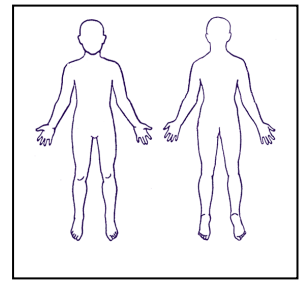
Time restraint began: \_\_\_\_\_ Time restraint ended: \_\_\_\_\_

**CESSATION OF RESTRAINT:**

How restraint ended (*check all that apply*):

- Determination by staff member that student was no longer a risk to himself or others
- Intervention by administrator(s) to facilitate de-escalation
- Law enforcement personnel arrived
- Staff sought medical assistance
- Other (*describe*):

Description of any injury to student and/or staff and any medical or first aid care provided: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Incident report was filed with the following school district official:  
\_\_\_\_\_.

**FOR EXTENDED RESTRAINTS (beyond twenty (20) minutes):**

Name of Principal or designee who was immediately notified and if necessary approved continuation beyond 20-minutes:

Alternatives to extended restraint that were attempted:

\_\_\_\_\_  
\_\_\_\_\_

Outcome of those efforts:

\_\_\_\_\_  
\_\_\_\_\_

Justification for administering extended restraint:

\_\_\_\_\_  
\_\_\_\_\_

**FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary.)**

The school will take the following action and/or disciplinary sanctions (*check as many as apply*):

- Review incident with student to address behavior that precipitated the restraint.
- Review incident with staff to discuss whether proper restraint procedures were followed.
- Consider whether follow-up is necessary for students who witnessed the incident.
- Conduct a local investigation of any complaint regarding this restraint (*describe investigation procedures*): \_\_\_\_\_
- Disciplinary action/sanctions taken by the program (*describe*): \_\_\_\_\_
- Contact with parents, responsible school district, other state agency (*describe*): \_\_\_\_\_

**PARENT/GUARDIAN NOTIFICATION (required for all reported restraints):**

Verbally informed of physical restraint on \_\_\_\_\_ by teacher/administrator/other or documented attempts to contact verbally (*describe*): \_\_\_\_\_

Written report sent within 3 school working days of administration of restraint to parent/guardian on \_\_\_\_\_ by \_\_\_\_\_ (*teacher/administrator/other*) at the following address:  
\_\_\_\_\_

Sent in native language of the parent/guardian (*language*): \_\_\_\_\_

Parent/guardian was offered opportunity to discuss the administration of physical restraint and/or disciplinary sanctions with teacher/administrator. Results of discussion (*Attach separate page if necessary*):  
\_\_\_\_\_

**The required copy of the log of all physical restraints for all students in this day program is maintained by the Ware Public Schools. The log must indicate dates of each restraint, student initials and length of each restraint. The log and all necessary reports will be reported to DESE annually or as otherwise required.**

## Attachment D

### Exclusionary time-out vs. seclusion

