Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Administrative Procedures for Policy #3215 (Students) Regarding
Student Behavior Interventions

I. Guidelines

    A. Proactive Behavior Interventions:

        1. Positive Behavior Interventions, Strategies, and Supports: School-wide and individual application of data-driven, trauma-informed actions, instruction, and assistance to promote positive social and emotional growth while preventing or reducing challenging behaviors in an effort to encourage educational and social emotional success.

    B. School-Wide Positive Behavior Interventions and Supports (PBIS)

        1. Calvert County Public Schools support and implement PBIS strategies school wide.

        2. PBIS schools are encouraged to develop and reinforce a pledge related to character and positive behavior.

        3. Schools develop and implement a school-wide positive reinforcement system (positive reinforcements may be tangible or intangible).

        4. Schools are encouraged to develop and maintain a PBIS team that meets monthly and which includes at least one building administrator.

        5. School-based PBIS teams make changes to the school-wide PBIS action plan, at least annually, based on collected data.

        6. School-based PBIS teams have additional support in the form of a PBIS Coach.

        7. Calvert County Public Schools provides training opportunities for all PBIS schools in the area of PBIS.

        8. Calvert County Public Schools provides Crisis Prevention Institute (CPI), training to address the recognition of escalating behavior, crisis de-escalation, physical intervention, and the importance of debriefing after a crisis event for Nonviolent Physical Crisis Intervention.

        9. Calvert County Public Schools provides training in Life Space Crisis Intervention to provide staff with strategies to address conflict, using crisis as an opportunity to teach and create positive relationships with students.

        10. Calvert County Public Schools provides training in Ukeru to focus on care and comfort versus control when intervening with students that present with escalating and physically aggressive behaviors.

II. Classroom PBIS

A. School PBIS teams work with classroom teachers to tie the school wide PBIS program to classroom behavior systems. One method of doing this will be by using the PBIS Matrix.

B. Teachers tie school wide PBIS reinforcers to classroom positive reinforcement systems.

III. Individual Student PBIS

A. School PBIS teams use school-wide behavior data to develop a PBIS pyramid that identifies Tier 1, Tier 2, Tier 3 levels of supports for students. Students that require the supports offered in the Tier 3 are those students identified with the most significant behavior problems.

1. Tier I interventions are universal interventions are for all students. This encompasses your core academic and behavior curriculum for your school. These are general programs or interventions that are put in place school-wide and should be proactive and preventative.

a. Examples of Tier 1 interventions: School-wide PBIS lessons, School-wide implementation of Second Step, delivery of core academic curriculum, restorative practices, Olweus anti-bullying program, etc.

2. Tier 2 interventions are targeted instruction/interventions and supplemental supports for a selected group of students based on data and a need for a more intensive intervention. Tier 2 is in addition to receiving the core academic and behavior curriculum. All interventions should have data collection associated with them. There should be specific entry criteria, baseline data collection, data collection during the intervention to monitor progress and specific exit criteria. Tier 2 interventions are meant to be implemented for a specified period of time, to fidelity, with students entering and exiting throughout the year so that other students can also receive the supports. Tier 2 interventions should be high efficiency and rapid response. The goal is for students to make progress and be able to work their way out of the intervention.

a. Examples of Tier 2 interventions: 504 accommodation plans, Check In/Check Out, anger management counseling group for specific students, Reading interventions, Math interventions, etc.

3. Tier 3 interventions are intensive, specialized, individualized interventions and supports for the most intense instruction and intervention based upon individual student need provided in addition to the Tier 1 & Tier 2 academic and behavior instruction and supports. More intense data collection and progress monitoring should be a part of Tier 3 interventions.

a. Examples of Tier 3 interventions: SST, IEP, FBA/BIP, individualized counseling, access to sensory room, crisis intervention, Wilson reading intervention, etc.

B. School PBIS teams target students with the most significant behavior problems and provide them with the intensive positive behavior interventions offered in Tier 3 of support.

C. Students who do not respond to Tier 2 supports may require a referral to the school's Student Services Team, IEP Team and/or a request for a Functional Behavioral Assessment and, if necessary, a Behavior Intervention Plan.

IV. Proactive Strategies and Interventions:

A. The strategies below are representative of but not limited to proactive strategies to be employed with students who are demonstrating disruptive or chronic behaviors.

1. Implement the student's behavior intervention plan to fidelity.

2. Take the time to build a positive working relationship with the student.

3. Provide structures for check in/check out daily with a trusted adult

4. Provide individualized, positive reinforcement based on the student's interests, needs and wants.

5. Provide an individualized daily schedule, altering between preferred and non-preferred activities.

6. Consider the student's past experiences, identify student's triggers and provide accommodations and modifications to daily schedule, expectations, tasks to accommodate student's emotions.

V. Reactive Behavior Strategies and Interventions

A. Strategies to be used for Emergency Situations Involving an Acting-Out Student:

1. Implement the student's behavior intervention plan to fidelity.

2. Apply de-escalation strategies

3. Clear the classroom to a pre-determined designated area

4. Teacher and one IA remain in room

5. CPI block and move or Ukeru blocking techniques – keeping self and student safe – move furniture if necessary

6. Continue observation of student to read signs of distress, calming, assess the function of the behavior

7. Reduce verbal directions if student is still escalated

8. Suggest calm down room if appropriate and effective for student for a non-seclusionary time out

9. Attempt to distract with preferred activity – back-off if student doesn't engage

10. Get back to instruction as soon as possible

11. Use restorative practices as appropriate

B. 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 timeout, which is a behavior management technique that is part of an approved program that involves the monitored separation of the student in a non-locked setting and is implemented for the purpose of calming. Seclusion is not exclusion.

C. Exclusion: The removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction, including special education, related services, or support.

D. Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely.   Physical restraint does not include (1) briefly holding a student to calm or comfort the student; (2) a physical escort, which is the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purposes of inducing a student who is acting out to walk to a safe location; (3)moving a disruptive student who is unwilling to leave the area if other methods such as counseling have not been successful; or intervening in a fight in accordance with Education Article 7-307, Annotated Code of Maryland.

E. Trauma-Informed Intervention: An approach that is informed by the recognition of the impact that trauma, including violence, abuse, neglect, disaster, terrorism, and war may have on a student's physical and emotional health and ability to function effectively in an educational setting.

F. Emergency Situation: Arises when physical restraint or seclusion is necessary to protect a student or other person from imminent, serious, physical harm after less intrusive, nonphysical interventions have failed or been determined inappropriate.

G. Imminent, Serious, Physical Harm: Has the same meaning as serious bodily injury which involves:

   1. A substantial risk of death;

   2. Extreme physical pain;

   3. Protracted and obvious disfigurement; or

   4. Protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

H. Physical Escort: The temporary touching or holding of the hand, wrist, arm, shoulder, or back for purposes of inducing a student who is acting out to walk to a safe location. By definition, a physical escort is NOT a prolonged action and does not restrict the student's ability to move freely. It is a limited attempt to redirect the student that still allows the student to move from one place to another.

I. Mechanical Restraint: Any device or material attached or adjacent to the student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

VI. Considerations for a Student Presenting with Chronic Behavior Problems:

A. Provide school personnel with proactive academic and behavior classroom strategies to address negative behaviors.

B. Contact and consult with Calvert County Public Schools staff trained in best practices for behavior intervention (i.e., Behavior Specialist, School Psychologist, Behavior Analyst, Autism Specialist, School Social Worker, or others that may apply).

C. Refer the student to the school's Student Services Team (SST)/IEP Team.

1. If warranted collect and review data and develop a Student Support Plan (SSP).

2. Conduct a Functional Behavioral Assessment (FBA) to determine functions of observed behaviors.

3. If warranted, develop and implement a Behavior Intervention Plan (BIP) to provide interventions based on determined functions of behavior.

4. If BIP is present, meet to review, revise and continuously monitor the BIP.

5. If it is determined that the chronic behavior is negatively impacting the student's academic progress, refer the student to the IEP Team.

VII. Use of Exclusion, Seclusion, Restraint

   A. Use of Exclusion:

      1. School personnel may use exclusion when;

         a. A student's behavior unreasonably interferes with the student's learning or the learning of others;

         b. A student's behavior constitutes an emergency and exclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive interventions have been tried and failed;

         c. Exclusion is requested by the student; or

         d. If supported by the student's Behavior Intervention Plan.

      2. When exclusion is used, school personnel shall:

         a. Assign the student to a setting in which school personnel can see the student at all times,

         b. Ensure the setting is unlocked and free of barriers, and provides adequate lighting, ventilation, and furnishings.

         c. Provide a student placed in exclusion with an explanation of the behavior that resulted in the removal and instructions on the behavior required to return to the learning environment;

         d. Allow students who use a communication device, access to the device while they are in exclusion;

         e. Debrief with the student.

      3. If exclusion is used, the student's parents may request a meeting to address the use of exclusion, to conduct an FBA, or develop, review or revise the student's BIP.

      4. To address the use of exclusion, school personnel may request a meeting to consider,

         a. Conducting an FBA, and developing, reviewing or revising the student's BIP.

      b. Submitting a referral to the Student Service Team (SST) if the nondisabled student has experienced excessive exclusion and if appropriate, refer to 504 or IEP team.

      c. Referring a student who currently has an IEP to the IEP Team to determine if the IEP is appropriate.

5. The exclusion event:

      a. Shall be appropriate to the student's developmental level and severity of the behavior;

      b. May not restrict the student's ability to communicate distress; and

      c. May not exceed 30 minutes

6. If numerous periods of exclusion occur and a cumulative total of 10 school days is reached during a school year, the procedural requirements governing the disciplinary removal of students with disabilities will apply.

7. Documentation of seclusion should be reviewed and monitored. If patterns (same time of day, same group of peers, same class, etc.) of exclusion are identified, refer to SST or IEP, as appropriate.

B. Use of Seclusion:

1. The use of seclusion is prohibited unless the following conditions exist:

      a. There is an emergency situation and seclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate AND;

      b. The student's IEP describes the specific behaviors and circumstances in which seclusion may be used AND;

      c. The parent has provided written consent.

2. There is an emergency situation and as a measure of last resort and seclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined in appropriate.

3. Is allowed in limited circumstances; it is a crisis-oriented response that should not be used in lieu of less intrusive, nonphysical interventions.

4. Should never be used for discipline or staff convenience;

5. May not be used except to protect a student or other person from imminent, serious, physical harm;

6. Should only be used by trained personnel

7. "Requires parental consent through the IEP or BIP (for non-disabled students), unless there is an emergency situation and seclusion is necessary to protect a student or other person from imminent, serious, physical harm. If parental permission is added to the student's IEP or BIP, seclusion may still only be

used to address the student's behavior in an emergency situation when seclusion is necessary to protect a student or other person from imminent, serious, physical harm."

8. If the parent does not provide written consent, the IEP team must send the parent written notice within 5 business days of the IEP team meeting that states:

   a. The parent has the right to either consent or refuse to consent to the use of seclusion; and

   b. If the parent does not provide written consent or a written refusal within 15 business days of the IEP team meeting, the IEP team may implement the proposed use of seclusion. If the parent provides a written refusal, the IEP team may use the dispute resolution options listed in Education Article §8-413, Annotated Code of Maryland, to resolve the matter.

9. Seclusion may be used if there is an emergency situation and seclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate. This is the case regardless of whether the parent has provided written consent or a written refusal to include seclusion on a student's BIP and/or IEP.

10. Each time seclusion is used, parents must be provided oral or written notification within 24 hours, unless otherwise provided for in a student's IEP and/or BIP.

11. If seclusion is used, a therapeutic follow up with the student will occur. A psychologist, social worker and/or school counselor will meet with the student to debrief with the student and determine if any follow up care is necessary.

12. By July 2021, we will prohibit seclusion except as approved in IEP's with parents written permission.

13. When applying seclusion, school personnel shall:

    a. Provide a student placed in seclusion with an explanation of the behavior that resulted in the removal and instructions on the behavior required to return to the learning environment;

    b. Allow students who use a communication device, access to the device while they are in seclusion;

    c. Remain in close proximity to the door of a seclusion room at all times;

    d. Actively observe and document while student is placed in seclusion;

    e. Debrief with student

    f. Debrief and document, using approved CCPS documents, each seclusion incident.

14. The seclusion event:

    a. Shall be appropriate to the student's developmental level and severity of the behavior;

    b. May not restrict the student's ability to communicate distress; and

    c. May not exceed a total of 30 minutes, per incident, consecutive or cumulative

    d. Should end as soon as the emergency situation has ended.

15. Rooms used for seclusion must:

    a. Be free of objects and fixtures with which a student could self-inflict bodily harm;

    b. Provide school personnel with an adequate view of the student from all angles and at all times;

    c. Provide active observation of a student placed in seclusion

    d. Provide adequate lighting and ventilation.

    e. Should have a door fitted with a lock that releases automatically when not physically held in the locked position by a school staff member, authorized to perform seclusion, on the outside of the door.

C. Use of Physical Restraint:

1. Physical Restraint:

    a. Is prohibited in Calvert County Public Schools until there is an emergency situation and as a measure of last resort and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined in appropriate.

    b. Should only be used by trained personnel

    c. Is allowed in limited circumstances; it is a crisis-oriented response that should not be used in lieu of less intrusive, nonphysical interventions.

    d. Should never be used for discipline, staff convenience or as a therapeutic intervention.

    e. May not be used except to protect a student or other person from imminent, serious, physical harm;

2. "Requires parental consent through the IEP or BIP (for non-disabled students), unless there is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm. If parental permission is added to the student's IEP or BIP, physical restraint may still only be used to address the student's behavior in an emergency situation to protect a student or other person from imminent, serious, physical harm."

a. If the parent does not provide written consent, the IEP team must send the parent written notice within 5 business days of the IEP team meeting that states:

b. The parent has the right to either consent to or refuse to consent to the use of physical restraint; and

c. If the parent does not provide written consent or a written refusal within 15 business days of the IEP team meeting, the IEP team may implement the proposed use of physical restraint. If the parent provides a written refusal, the IEP team may use the dispute resolution options listed in Education Article §8-413, Annotated Code of Maryland, to resolve the matter.

3. Physical restraint may be used if there is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate. This is the case regardless of whether the parent has provided written consent or a written refusal to include physical restraint on a student's BIP and/or IEP.

4. Each time physical restraint is used, parents must be provided oral or written notification within 24 hours, unless otherwise provided for in a student's IEP and/or BIP.

5. If physical restraint is used, a therapeutic follow up with the student will occur. A psychologist, social worker and/or school counselor will meet with the student to debrief with the student and determine if any follow up care is necessary.

6. When applying physical restraint, school personnel shall:

    a. Use reasonable force as is necessary to protect a student or other person from imminent, serious, physical harm.

    b. Provide a student placed in physical restraint with an explanation of the behavior that resulted in the physical restraint. The explanation should be provided for each restraint.

    c. Debrief with student

    d. Debrief and document, using approved CCPS documents, each physical restraint incident.

7. Physical restraint:

    a. Shall be removed as soon as the student is calm;

    b. May not exceed a total of 30 minutes, per incident, consecutive or cumulative

    c. May not place a student in a face down position;

    d. May not place a student in any other position that will obstruct a student's airway or otherwise impair a student's ability to breathe, obstruct a staff member's view of the student's face, restrict a student's

ability to communicate distress, or place pressure on a student's head, neck, or torso;

    e. May not straddle a student's torso.

D. Mechanical Restraint is prohibited. However, a protective or stabilizing device may be. used if it prescribed by a healthcare professional.

E. Student Behavior Intervention Team (SBIT)

    1. The SBIT will have the primary responsibility of attempting to deescalate crisis situations through the use of verbal and nonverbal strategies. Physical intervention should only be used as a last resort when the student presents as an imminent, serious, physical harm to self and others and when less restrictive strategies have been, tried, failed and deemed inappropriate.

    2. SBIT must follow the requirements below:

        a. Include four (4) to twelve (12) school personnel that have volunteered to be members of a school Student Behavior Intervention (SBIT) team which will respond to acting-out students.

        b. Meet at a minimum of twice a year to review and practice responses to crisis situations. It is preferred that teams meets every two months.

        c. Ensure a certified CPI Trainer must be present at all SBIT meetings.

    3. SBIT members must:

        a. Be authorized to perform restraint and/or seclusion are required to engage in the following annual professional development: trauma-informed interventions; functional behavior assessment and behavior intervention planning; seclusion, symptoms of physical distress and positional asphyxia; first aid and cardiopulmonary resuscitation (CPR); and individualized behavior interventions based on student characteristics, including disability, medical history, past trauma and other trainings deemed appropriate by CCPS.

        b. Be physically capable of performing the interventions that the SBIT training will require. CCPS has chosen Crisis Prevention Institute (CPI) as the approved Physical Intervention/Restraint strategy. This would include the Nonviolent Physical Crisis Intervention holds and techniques included in CPI training.

        c. Be volunteers. Only staff personnel that are comfortable working with acting-out students should be SBIT members.

        d. Attend all required training and score proficiently on all required tests.

        e. Maintain appropriate certification for as long as they are a part of the school SBIT. To become CPI/de-escalation certified, SBIT members will attend and complete a 12-hour CPI Full Course. To remain CPI certified, SBIT members will attend a 3 – 4-hour CPI Refresher Course annually.

    4. At least one administrator per school will be a member of the SBIT.

5. SBIT members that become pregnant, are injured, or have another medical condition that precludes them from being able to perform SBIT member duties should immediately inform their building administrator.

VIII. Documentation

A. All documentation of physical restraint and seclusion incidents will be documented on the approved CCPS Physical Restraint and Seclusion Forms.

B. All documentation related to seclusion and restraint will be maintained in the student's educational record and available for inspection by the student's parents or legal guardian.

C. Each time seclusion is used, parents shall be provided oral and written notification within 24 hours, unless otherwise provided for in a student's behavior intervention plan or IEP.

D. Each time a student is in physical restraint, the following information will be documented on an approved CCPS Physical Restraint and Seclusion Form:

1. Other less intrusive interventions that have failed or been determined to be inappropriate;

2. The precipitating event immediately preceding the behavior that prompted the use of restraint;

3. The behavior that prompted the use of the restraint;

4. Documentation that the student was informed of the expectations for release from restraint;

5. The names of the school personnel who observed the behavior that prompted the use of restraint;

6. He names and signatures of the staff members implementing and monitoring the use of restraint; and

7. The restraining event documentation should include:

   a. The type of restraint used;

   b. The length of time the student was held in restraints;

   c. The student's behavior and reaction during the restraint; and

   d. The name and signature of the administrator informed of the use of restraint.

E. Each time a student is placed in seclusion, the following information will be documented on an approved CCPS Physical Restraint and Seclusion Forms:

1. Other less intrusive interventions that have failed or been determined to be inappropriate;

2. The precipitating event immediately preceding the behavior that prompted the use of seclusion;

3. The behavior that prompted the use of the seclusion;

4. The names of school personnel that observed the behavior that prompted the use of seclusion;

5. Documentation that the student was notified of the behavior that led to the seclusion;

6. Documentation that the student was informed of the expectations for release from seclusion;

7. The names and signatures of the staff members implementing and monitoring the use of seclusion; and

8. The seclusion event documentation should include:

    a. Where seclusion took place;

    b. The length of time that the student was held in seclusion; and

    c. The students' behavior and reaction during the seclusion.

    d. The name and signature of the administrator informed of the use of seclusion.

F. Each time a student is excluded, it will be documented on the time away from instruction log.

IX. IEP Regulation Information

A. If restraint or seclusion is used for a student who has not been identified as a student with a disability, the student shall immediately be referred to the school's Student Services Team (SST) or IEP team.

B. If restraint or seclusion is used for a student with a disability, and the student's IEP or Behavior Intervention Plan (BIP) does not include the use of restraint or seclusion, the IEP team shall meet within 10 business days of the incident to consider:

    1. The need for a Functional Behavior Assessment (FBA);

    2. Developing appropriate behavioral interventions

    3. Implementing a BIP

C. If restraint or seclusion is used for a student who had been identified with a disability and the IEP and/or Behavior Intervention Plan does include the use of restraint and/or seclusion, the IEP Team should meet to review or revise, as appropriate the student's IEP or Behavior Intervention Plan. The following shall be considered:

    1. Existing health, physical, psychological, and psychosocial information, including any contraindications to the use of restraint or seclusion based on medical history or past trauma;

    2. Information provided by the parent;

    3. Observations by teachers and related service providers;

    4. The student's current placement; and

    5. The frequency and duration of restraints or seclusion events that occurred since the IEP team last met.

X. Monitoring and Compliance

    A. Documentation of the use of exclusion, restraint, and seclusion will be collected by the principal and reviewed by the Office of the Student Services on a quarterly basis.

    B. Upon receipt of a complaint regarding exclusion, restraint, and seclusion practices, the Director of Human Resources and the Director of Student Services will be contacted and, in addition to the investigation that is normally completed, the following steps will be taken:

        1. Ensure that the individuals who engaged in exclusion, restraint and/or seclusion practices are properly trained;

        2. Review all required documentation collected regarding the incident(s);

        3. In cases where restraint practices are in question, the investigators should consult a CCPS, CPI Certified Instructor.

    C. School System Responsibility

        1. Provide professional development annually to school personnel on policies and procedures related to exclusion, seclusion and restraint.

        2. Identify school personnel to serve as school-wide resources to assist in ensuring proper administration of exclusion, restraint, and seclusion.

    D. Professional development will include:

        1. Positive Behavior Interventions, Strategies and Supports (PBIS) including methods for identifying and defusing potentially dangerous behavior

        2. Functional Behavior Assessment and Behavior Intervention Plan development and implementation

        3. Exclusion

        4. Restraint and alternatives to restraint (will include successful completion of CPI certification course)

        5. Seclusion and alternatives to seclusion

        6. Symptoms of physical distress and positional asphyxia

        7. Trauma-informed interventions;

        8. First aid and cardiopulmonary resuscitation (CPR)

        9. Individualized behavior interventions based on student characteristics, including disability, medical history, and past trauma.

        10. All training must be evidence-based and conducted by certified or licensed individuals. The training may be provided by multiple providers to meet the professional development requirements. Training can be conducted either face to face or online.

XI. Exceptions

    A. There are no exceptions to these procedures. The Superintendent may adjust these procedures as he or she deems appropriate.