

## **Policy Statement #3215 (Students) Regarding Student Behavior Interventions**

### **I. Purpose**

- A. To establish a uniform continuum of positive behavioral interventions, strategies, and supports, consistent with state requirements, that school personnel use before exclusion or restraint
- B. To establish methods for identifying and defusing potentially dangerous behaviors and preventing self-injurious behaviors
- C. To establish training for staff on positive, proactive strategies to de-escalate students in crisis, support students who have experienced trauma, implement alternatives to restraint, and other topics deemed appropriate.
- D. To establish a uniform format for monitoring the use of exclusion, and restraint.
- E. To ensure that exclusion and restraint are used in compliance with state regulations
- F. To ensure staff members are trained in the use of student behavior interventions
- G. To ensure that monitoring data on the use of exclusion and restraints is annually reported to the Board of Education and made publicly available on the Calvert County Public Schools website.

### **II. Definitions**

- A. Positive behavior interventions, strategies, and supports: The application of school-wide and individual data-driven, trauma-informed actions, instruction, and assistance to promote positive social and emotional growth and prevent or reduce challenging behaviors to encourage educational and social emotional success.
- B. 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 been unsuccessful, or (4) intervening in a fight. Physical restraint includes transporting a student when the student is immobilized or reducing their ability to move their torso, arms, legs, or head.
- C. Mechanical restraint: The use of any device or equipment to restrict a student's freedom of movement.
- D. 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,

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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, which is the removal of a student to a supervised area for a limited period during which the student has an opportunity to regain self-control and is not receiving instruction, including special education, related services, or support. Seclusion is prohibited in Maryland and in Calvert County Public Schools.

- E. Emergency Situation: An emergency situation arises when physical restraint 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.
- F. Imminent, serious, physical harm: Imminent serious physical harm has the same meaning as serious bodily injury in 18 U.S. C. 1365(h)(3) and 34 CFR §300.530(i)(3). Serious bodily harm means 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.
- G. Trauma-Informed Intervention: A universal approach that is informed by the recognition of the impact that trauma, including violence, abuse, neglect, disaster, terrorism, and war, or any other specific/individualized event, may have on a student's physical and/or emotional health and ability to function effectively in an educational setting.
- H. Proactive Behavior Interventions: Interventions which involve support strategies that are focused on reducing the likelihood of problem behavior and allowing an individual to be as independent and successful as possible.
- I. Physical Escort: The temporary touching or holding of the hand, wrist, arm, shoulder, or back to induce a student 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.
- J. Restorative Approaches: A behavioral model which is preventive and proactive, and which emphasizes building strong relationships and setting clear behavioral expectations that contribute to the well-being of the school community. They are utilized in response to behavior that violates established expectations. Restorative approaches focus on accountability for any harm done by the problem behavior and addresses ways to repair the relationships affected by the problem behavior.

### III. Policy Statement

- A. The Board of Education is committed to providing safe and supportive school environments that promote the social and emotional well-being, achievement, and success of each student. In compliance with Maryland State Department of Education

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(MSDE) standards, the Board acknowledges the need for staff members to use an array of research-based positive behavior interventions and strategies to improve student behaviors. These behavior interventions and strategies must be clearly delineated and progressive in nature and must limit the exclusion of a student from the classroom environment, from physical restraint, or from seclusion, and may only be used when lesser interventions are ineffective. The school system must ensure that appropriate training is provided to staff, to make certain behavior interventions and strategies are implemented in accordance with federal, state, and local laws.

- B. As one of the research-based positive behavior interventions utilized by Calvert County Public Schools, and in accordance with Md. Code Ann., Educ 7-306 (a)(1) 2019 and MSDE Guidance, restorative approaches are used to preventatively and proactively to **build strong relationships within the school community** and create positive behavioral expectations. When problem behavior is exhibited, restorative approaches are also employed to respond in a way that teaches skills, repairs harm, provides supportive measures for the students who witnessed the behavior, and focuses on students' accountability for their actions. Restorative approaches include, but are not limited to, conflict resolution, mediation, peer mediation, classroom community circles, social and emotional learning, trauma-informed care, and positive behavioral intervention supports. Restorative approaches should be used in tandem with other behavioral interventions.

#### IV. Standards

- A. Only trained school staff members may use exclusion and physical restraint after continued, proactive, less restrictive, and/or alternative approaches have been attempted, and determined to be inappropriate for the maintenance of a safe and supportive school environment.
- B. Evidence-based classroom management strategies must be used by staff members followed by proactive behavior interventions, strategies and supports to increase or decrease targeted student behavior.
- C. The use of physical restraint may only be used without intent to do harm, or create undue discomfort, in consistency with known medical or psychological limitations and the student's individualized education plan and in alignment with COMAR regulations.
- D. The use of seclusion is **prohibited** in Calvert County Public Schools.
- E. The use of mechanical restraint is **prohibited** in Calvert County Public Schools.
- F. Designated staff members will be trained in the administration of physical restraint. Only those trained staff will implement physical restraint in accordance with all federal, state, and local laws.
- G. Monitoring and compliance
  - 1. Schoolwide resource personnel will review and collect data quarterly pertaining to physical restraint and seclusion and forward it to the Department of Student Services.

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2. Data will be collected by:
  - a. Total number of physical restraint and seclusion incidents;
  - b. Total number of students;
  - c. Type of physical restraint utilized;
  - d. Length of time of physical restraint;
  - e. Student's gender, race, disability, and grade; and
  - f. Behavior that precipitated the use of physical restraint.

V. Delegation of Authority

- A. The Superintendent is directed to develop administrative procedures to implement this policy in accordance with all local policies and local, state, and federal laws and regulations and to communicate this policy and accompanying procedures to all relevant parties.

VI. Exceptions

- A. There are no exceptions to this policy. However, the Board by majority vote may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent local, state, and federal laws and regulations or the rules and regulations of the Maryland State Board of Education and the Maryland State Department of Education.

VII. Review

- A. This policy will be reviewed at the end of three years, or sooner, in accordance with COMAR 13A.08.04.06(B), if approved by majority vote of the Board of Education in public session.

VIII. Effective Date

- A. This policy is effective June 12, 2025.

Citations

State Law: 2 Annotated Code of MD, Education Article, Section 7-1101 thru 1106; Md. Code Ann., Educ 7-306 (a)(1) 2019 State Reg.: COMAR 13A.08.04

Federal Law:

Adm. Reg.:

Neg. Agr.:

Other Citation

Related Policies

#3162 (Students) of the Board of Education on Student Conduct

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