

### **Non-Violent Crisis Intervention**

The Marchus School follows the Crisis Prevention Institute's ("CPI") Non-Violent Crisis Intervention Program as a tool to prevent the escalation of acting out behaviors. All instructional staff, counseling staff, support room staff and school nurses shall be trained in Non-Violent Crisis Intervention. The training will consist of an initial 8-hour certification course taught by certified CPI instructors followed by annual 3-6 hour refresher course. The School Principal has the discretion to add additional trainings for the school or individual staff as necessary.

Staff will make every attempt to de-escalate a student using the CPI Crisis Development Model and the Verbal Escalation Continuum. These two models provide a framework for our staff to be able to respond to student needs when they are in crisis. The training teaches staff to be mindful of their non-verbal and verbal communications while maintaining a safe, non-threatening, supportive stance. We consider setting reasonable and manageable limits while engaging in empathic listening. Our goal is to return to open communications, finding shared understanding and identifying opportunities for growth.

Physical interventions and seclusion may be used only as emergency interventions to prevent serious bodily harm to the student or others.

Physical intervention, the term used in this handbook, refers to "behavioral restraint" as defined in California Education Code § 49005.1. Seclusion as used in this handbook is defined in California Education Code § 49005.1(i).

## **Emergency Procedures**

For the purposes of this section, a behavioral emergency is defined as a student behavioral episode that results in the use of physical intervention or seclusion.

### Physical Intervention

A physical intervention is when staff limit the student's freedom of movement to include limiting the movement of their limbs.

Physical intervention may only be deployed by trained staff. Only the amount of physical intervention necessary to prevent serious bodily harm may be used. Emergency responders may be called in situations where staff feel that they are unable to safely use physical intervention. Physical interventions are a last resort emergency measure to prevent serious bodily injury and shall not be used to protect property.

Physical interventions shall not include an amount of force that exceeds that which is reasonable and necessary under the circumstances. Further, no emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation. The applicable law may be found at [California Education Code §§ 56520-56525](#) and [California Education Code §§ 49005-49006.4](#).

### Seclusion

Seclusion means the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving. Like physical intervention, seclusion is a last resort emergency measure and may only be used as necessary to prevent serious bodily harm.

The applicable law may be found at [California Education Code §§ 56520-56525](#) and [California Education Code §§ 49005-49006.4](#).

When a behavioral emergency occurs and results in the use of physical intervention, seclusion, support room use<sup>1</sup> or calls to law enforcement for a student, the following procedures will be followed:

- Parents/guardians must be notified as soon as possible or within one school day. Parents/guardians will also be notified within one school day when serious property damage occurs as the result of serious behavioral misconduct even if physical interventions are not used.
- A behavioral emergency report shall immediately be forwarded, via paper form and by email, to the Marchus School Principal and the CCCOE Director of Student Programs, Special Education.
- The case manager of the student involved and a registered behaviorist shall be notified in writing within 24 hours of the incident. If the student at issue is assigned a school psychologist or social worker through their IEP, that person will also be notified with 24 hours of the incident.
- A post-incident review meeting shall occur no later than the end of the same school day, unless not reasonably possible due to the time the behavioral emergency occurred, in which case the meeting shall occur no later than the end of the next school day. At this meeting, staff from Marchus School shall review the incident. The school psychologist or social worker assigned to the student at issue through the student's IEP (if any), shall be present at this meeting.
- Within 3 days after the post-incident review meeting, the parents/guardians will be informed in writing that the Marchus School has reviewed the behavioral emergency.

The parents/guardians will also be informed who the parent/guardian may contact if they

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<sup>1</sup> "Support room use" is defined as when a student is sent to the support room for an incident in which a behavioral emergency report, behavioral incident report, or similar record is prepared as a result, or when a student is sent to the support room when the student is not currently exhibiting any dysregulated behavior, such as starting their day in the support room for conduct from the prior day. This does not include voluntary student trips to the support room, and/or instances where the visit to the support room is specifically permitted or required by the students' individualized education program ("IEP") or behavioral intervention plan.

have questions or concerns regarding the incident and who to contact if the parent/guardian would like to request an IEP meeting.

In addition to the above post-incident review, the student's IEP will be reviewed as follows:

- If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both, if applicable.
- If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, it shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Any behavioral emergency shall be discussed at the next scheduled IEP meeting for the involved student in an effort to review and determine if the incident constitutes a need to modify the IEP or behavioral intervention plan. The school psychologist or social worker assigned to the student at issue through the student's IEP (if any) shall be present at this meeting.

The parents/guardians shall have the right and opportunity to examine all school records of his or her child and to receive copies of them within five business days after the request is made by the parent/guardian, either orally or in writing.

### **Concern Reporting System**

Parents/guardians may report concerns regarding behavioral issues, the use of physical interventions, seclusion, support room use, calls to law enforcement for a student, or any alleged deprivation of education caused thereby, to the Director of Special Education, or their administrative designee, through written complaints submitted via a web link made available on the website related to the Marchus School on the [Parent Resources](#) webpage. The complaint will then be investigated and discussed with the parents/guardians.