



# **Behavior Management Guidelines and Procedures**

# Baltimore Lab School

## Behavior Management Guidelines and Procedures

### I. Introduction

In accordance with COMAR 13A.09.10.11 and 13A.08.04, the purpose of this manual is to outline the behavior management policies and procedures of Baltimore Lab School, as well as clarify expectations, and define the roles and responsibilities of staff and students. Annually, this document is reviewed and updated. BLS staff members receive training on all aspects within this manual, and the manual is provided to the placing Local School System (LSS) and Baltimore Lab School families. Additionally, families receive a copy of the Parent/Student Handbook which outlines behavioral expectations and consequences.

#### ***Philosophy***

We believe that positive behavior should be modeled and expectations should be high. We believe in the power of demonstrating respect, building positive relationships, and encouraging student strengths in promoting positive behavior. We believe our students should be empowered to positively direct their own behaviors.

Behavior management at Baltimore Lab School is:

- Predictable
- Consistent
- Explicitly taught expectations
- Aimed toward students eventually managing their own behavior
- Moves from least amount of intervention to most
- Meant to develop skills necessary for students to meet their highest level of potential across environments by increasing expected and functional behaviors

*All behavior management strategies will be implemented with careful consideration of the developmental and cognitive level of each student.*

## II. Positive Behavior Supports and Preventative Strategies

(see [Appendix A](#) for examples)

- School-wide expectations defined, posted, taught, and reinforced consistently (See Appendix A)
- Classroom rules defined, posted, taught, and reinforced consistently (See Appendix A)
- Predictable and consistent routines (e.g., point sheets, PAS sheets, Problem-solving Wednesdays, entry and exit routines)
- Programmatic self-regulation tune-up breaks built into students' daily schedules
- Direct instruction in self-regulation strategies and social-emotional learning, using programs such as Zones of Regulation and Social Thinking
- Weekly division meetings to maintain communication and ensure cohesive program implementation
- Positive relationship building
- Praise (e.g., non-contingent, behavior specific, pivot, parallel)
- Engaging instruction aligned with student needs and interests
- Physical environment (e.g., temperature, intentional classroom layout)
- Division-wide positive reinforcements (see Appendix A for LS and MS Positive Behavior Systems)
- Providing student choice, when possible
- Thorough knowledge of students' strengths and needs
- Consistent implementation of IEP/PEP supports, services, FBAs, BIPs and accommodations
- Working in conjunction with related service providers to teach and utilize division wide and student specific strategies and skills (self-advocacy, self-regulation, social skills, etc.)

### III. Response Strategies to behaviors that disrupt the learning environment and/or violate the Student Code of Conduct (see [Appendix B](#) for examples)

- Check in with student when appropriate to ensure that disruptive behavior is not a result of work that is above the student's ability level, a lack of understanding, a sensory need that is not being met, etc.
- Planned ignoring when appropriate
- Consult with related service providers and other staff to ensure student needs are being met and collaborate on new/adjusted plan
- Consult with division head
- Mediation for peer conflicts
- Student specific staffings (see Appendix B)
  - During staffings, the student's behavior management data will be reviewed.
- Short breaks out of the classroom as per the student's IEP or BIP
- Staff use of Incident or General Behavior forms to track and report behaviors, which can be found on the [BLS Behavior Protocols Google Site](#) (see Appendix B for examples)
- Removal from class to a designated area with a special educator in order to complete classwork
- Removal from class for no longer than 15 minutes with a staff member in order to either verbally process through a situation or to complete a processing worksheet/ social behavior map prior to returning to class. (See Appendix B - [LS example](#), [MS example](#), [HS example](#))

## **IV. Code of Conduct**

The Student Code of Conduct will be reviewed quarterly in advisory classes in order to clarify school-wide expectations for each student. Students and parents will sign the Student Code of Conduct at the beginning of each school year to verify that they have received the document and are in agreement with the guidelines. Violations may result in detention, parent/teacher/administrative conferences, the loss of school privileges, and/or parent contact. Excessive violations may result in student suspension (see [Appendix C](#)).

## **V. Bullying, Harassment, and Intimidation**

Baltimore Lab School follows [MSDE's policy](#) regarding bullying, harassment, and intimidation, which includes a reporting form that can be filled out by the students, a staff member, or a parent. Staff and students are informed annually of the procedures to address incidents of bullying, harassment, and intimidation. Staff will be informed annually of the procedures to address incidents of bullying, harassment, and intimidation.

## VI. Crisis

**A. Crisis Behaviors** are actions that significantly disrupt the learning environment of, and/or pose imminent danger to self or others and require an immediate response from designated staff.

They include:

- Continuous High-Level Verbal Disruption - Comments or verbalizations that prevent learning from occurring or indicate potential danger to self or others
- Elopement - leaving the assigned classroom or learning space without permission from, or knowledge of, staff
- Aggression - behavior(s) that are injurious or potentially injurious to others or the environment (including destruction of property)
- Self-Injury - behavior that is injurious or potentially injurious to self
  - Prevention of Self-Injurious Behaviors
    - Completion of an FBA and BIP targeting SIBs
    - Provide least restrictive protection to the individual (e.g. gloves, long sleeves, etc.)
    - Provide safe alternative to SIBs or present behavioral distractions
    - Increasing predictability and routine
    - Reducing the amount of unstructured time
    - Reducing exposure to overstimulating environments
    - Providing break options
    - Professional Learning on NSSI Awareness and Prevention

### **B. Identifying and Preventing Crisis Behaviors**

- Identifying Pre-Crisis and Crisis Behaviors
  - Pre-Crisis
    - Behavior - Off Task
    - Thinking - Unreasonable
    - Feelings - Inappropriate/Unpredictable
    - Physiology - Heightened
  - Crisis
    - Behavior - Off Task
    - Thinking - Irrational
    - Feelings - Inappropriate/Unpredictable
    - Physiology - Maximum Arousal

- De-Escalation Techniques for Crisis or Potentially Dangerous Behaviors
  - Use empathetic, non-judgemental language
  - Maintain personal space
  - Maintain calm tone, facial expression and body language
  - Manage and control your own emotional responses
  - Focus on student’s feelings
  - Allow for silence
  - Avoid challenging questions
  - Set Limits
  - Allow processing time
  - Use Non-judgemental Language
  - Develop a plan for next steps

### **C. Response to Crisis Behaviors**

- See [Appendix B](#) - Behavior Management Flowchart
- Request administrative support through the use of the walkie talkie: “Admin support needed in Room ###” and if possible, escort student away from the immediate area
  - If student refuses to leave, remove other students instead
- Admin staff responds and immediately determines what other staff members need to be contacted (i.e. Division Head, Education Director)
- Division Head or Education Director assesses situation to determine further action (e.g. exclusion, contacting related service providers/or additional staff members, contacting parents, emergency call)
- Division Head or Education Director will consult with a mental health professional regarding follow up actions
- Appropriate staff will complete necessary documentation (see [Appendix B](#) and/or [Behavior Protocols Website](#))

## VII. Exclusion, Seclusion, Restraint

Baltimore Lab School adheres to the regulations for Exclusion, Seclusion, and Restraint outlined in COMAR 13A.08.04.

Identified school personnel will receive specific professional development and serve as a school-wide resource to assist in the appropriate implementation of the policies and procedures and ensuring that exclusion, seclusion, and restraint are utilized properly and in accordance with the school's Behavior Management Policy.

**A. Exclusion:** "Exclusion" means 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.

[COMAR 13A.08.04.02(4)]

### 1. Use of Exclusion:

Designated Baltimore Lab School personnel may use exclusion:

- If the student's behavior unreasonably interferes with the student's learning or the learning of others; **or**
- If the 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, non-physical interventions have failed or been determined inappropriate; **or**
- If requested by the student; **or**
- If supported by the student's behavior intervention plan

"Exclusion should not be used for behaviors which are merely annoying or which can be redirected or de-escalated. In determining whether to use exclusion, school personnel should consider the student's capacity to understand why he or she is being removed from the learning environment. A student who is unable to understand the reason for removal will be unable to participate meaningfully in the process for bringing the exclusion to an end." (taken from MSDE Technical Assistance Bulletin 18, 9/18/12)

### 2. Setting for Exclusion:

A setting used for exclusion at Baltimore Lab School shall:

- Provide school personnel with the ability to see the student at all times;
- Provide adequate lighting, ventilation, and furnishings;
- Be unlocked and free of barriers to prevent egress.

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### **3. Duration of Exclusion:**

Baltimore Lab School personnel shall ensure that the period of exclusion:

- Is appropriate to the developmental level of the student and the severity of the behavior
- Does not exceed 30 minutes
  - If a student is not ready to return to class after 30 minutes, another intervention should be attempted (e.g. support from a related service provider or special educator).
  - If other interventions/strategies do not work, and a student is in need of additional exclusion time, a 2<sup>nd</sup> period of up to 30 minutes may be used, and necessary documentation completed. (Each period of exclusion requires its own documentation form)
  - If after 2 consecutive periods of exclusion, lasting 30 minutes each, the student still is unable to return to class, or is not available for instruction from, or processing with a special educator or related service provider, an in-school suspension may be implemented.

### **4. Monitoring Exclusion:**

Baltimore Lab School personnel shall monitor a student placed in exclusion and provide a student in exclusion with:

- An explanation of the behavior that resulted in the removal;
- Instructions on the behavior required to return to the learning environment

### **5. Ensuring Implementation of Appropriate Procedures:**

School personnel shall ensure the implementation of appropriate procedures, in accordance with COMAR 13A.08.03, if a student with a disability has experienced an excessive period of exclusion that may result in a change of placement.

### **6. Documenting Exclusion:**

- The staff member using exclusion completes necessary documentation (see [Appendix B](#)) and emails to the Division Head and Education Director before the end of the school day.
- All interventions that are attempted during the period of exclusion must be documented
- Parents must be notified by phone or email of all instances of exclusion

## **7. Requesting a Meeting:**

Parents and school personnel may at any time request a meeting to address the use of exclusion and to:

- Conduct a functional behavioral assessment;
- Develop, review, or revise a student's behavioral intervention plan

## **8. Investigating Complaints:**

Individuals with concerns regarding the use of exclusion are encouraged to communicate with the appropriate Baltimore Lab School staff member.

Step 1: Complaint is reviewed by the Division Head and verbally followed-up on with the individual within 24 hours. If, after verbally reviewing the matter with the individual, the concern is not resolved, the complaint will be directed to the Head of School.

Step 2: The Head of School reviews the concern with the individual. If, after verbally reviewing the matter, the concern is not resolved, a written complaint summarizing the concern will be requested.

Step 3: The Head of School will respond to the written complaint in writing within 2 business days.

### ***B. Seclusion:***

**Baltimore Lab School personnel do not use the practice of seclusion.**

### ***C. Restraint:***

**Baltimore Lab School personnel do not use the practice of restraint or mechanical restraint.**

## VIII. Student Behaviors Impacting School Environment

*\*Staff members should utilize the General or Incident Behavior Form to document all behaviors that impact the learning environment. Administrators and/or related service providers will analyze submitted forms to determine if there is a pattern of persistent behaviors that would require further action.*

**Step 1:** Behaviors will be addressed with the student in a timely manner by teacher(s), therapist(s), and Administrator.

- Behaviors will be communicated with parents or guardians on a regular basis via logs, phone calls, reports, and conferences.
- Administrators are called to address behaviors, as needed. Administrators are prompt in this response.
  - Administrators who are educators stay with the class as the classroom teacher exits with the student in crisis.
  - Administrators who are NOT educators report to the location of the crisis until an administrator who is an educator arrives to address the concern.
- With behaviors such as elopement, self-harm, harm to others, threats of self-harm or threats of harm to others, persistent bullying/harassment the following should commence:
  - An administrator addresses the immediate concern and contacts the appropriate related service provider.
  - An administrator, Related Service providers, and/or teacher contact parents/guardians to share the concern. A plan to address the issue is determined and shared with the parents.
  - During parent/guardian conference, BLS administrator shares that elopement and harming behaviors are not best met in our school. Be open and direct that future repeat behavior may result in permanent removal from the school.

**Step 2:** If behaviors persist, a team meeting (either internally or formally through the IEP process if the student is funded), including teacher(s), related service provider(s), Education Services case manager, administrator(s), parents/guardians, and LSS representative if student is funded, is held to determine the need for additional supports.

The team will consider the following factors during the meeting:

- existing health, physical, psychological, and psychosocial information, including medical history and past trauma
- information provided by the parents
- observations by teachers and related service providers
- the student's current placement

As a result of the meeting, one of the following actions will take place:

- Informal behavior plan will be created to address the needs of the student. and will be shared with parents, the student, and all necessary teachers and staff members.
- An FBA will be ordered, conducted, reviewed, and used to determine if a BIP needs to be created.
- If the results of the FBA determine a BIP is needed, a BIP will be created, reviewed, and shared with parents, the student, and all necessary teacher and staff members.

**Step 3:** If after a behavior plan, FBA, or BIP is implemented, behaviors still persist:

- Teacher, administrator, and therapist meet to discuss the issues and all plans that have been created to ameliorate the behaviors.
- Formal conference and/or IEP/PEP meeting with the parents will be held, during which the following will be discussed:
  - documentation of current behavioral concerns
  - existing health, physical, psychological, and psychosocial information, including medical history and past trauma
  - information provided by the parents
  - observations by teachers and related service providers
  - the student's current placement
- A problem-solving mindset will be used to address the persistent issues; however, an administrator will share that continued behaviors may result in recommendations for alternative programming and/or an alternate school placement.
- If student is funded, and an alternate school placement is being sought, a formal IEP meeting with the LSS will be held.

## IX. Consequences

A consequence is a response to a student behavior designed to teach expected behaviors. Consequences should be timely, well-reasoned, and developmentally appropriate. Consequences may include parental contact, loss of a privilege, in- or out of school suspension, and in rare cases, expulsion.

The School takes disciplinary action as it deems appropriate under the circumstances, consistent with those required by Local School Systems (LSS) of Maryland. Such actions may include, but are not limited to the actions listed below, as well as letters of warning or reprimand, probation with terms and conditions, and monitoring. While the School may elect to apply these actions in succession, the School is not required to do so and has discretion to determine the appropriate action for the particular circumstance:

- **PARENTAL CONTACT** may be initiated by staff in order to inform parents or guardians of an infraction and/or behavioral concern.
- **LOSS OF PRIVILEGES** may include, but are not limited to, exclusion from Friday Fun Lunch, after school activities, aftercare, field trips and school events.

- **SUSPENSION**

Types of suspension:

- In-school suspension - may be appropriate for certain behaviors. Students and parents speak with administrators to address the issue, and then the student will be monitored as he/she completes schoolwork.
- Out of school suspension
- Out of school Therapeutic suspension:
  - This type of suspension may be implemented when a student is at risk for harming themselves or others, as well as other threatening or unsafe behaviors
  - Therapeutic suspension may also be used to give students time for reflection and/or to give the school time to plan with and prepare teachers and staff on using strategies that may support a student's successful re-entry into school.
  - Therapeutic suspensions also have contingencies such as:
    - a request for a psychological evaluation
    - signed consent for communication with the outside provider

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- documentation from an outside provider before returning to school

Prior to returning to school, an intake meeting will be held with the parent, the student, and an administrator.

**Suspension protocol** (*\*\*staff will have access to a more detailed suspension protocol via an internal website to guide them through each step of the process\*\**)

**Step 1:** Once a student violates student behavior expectations as defined in the Parent/Student Handbook, a Division Head may determine the student should be suspended from school. The length of the suspension shall be at the discretion of the School. Before officially suspending a student, a Head must review the situation with another Head in order to determine whether the suspension is warranted and this protocol is followed. If it is determined that a student must be suspended:

- The Division Head (or designee) must interview the student who is determined to have violated expectations found in the Parent/Student Handbook.
- The Division Head (or designee) must interview those who were impacted by the violation.

**Step 2:** The Division Head must contact parents/guardians (of all students involved without naming other students as a result of FERPA). When contacting the parents of the student who committed the infraction, the Division Head must discuss the violation, its breach on handbook expectations, its impact on others (no other names shared with parents as a result of FERPA), their child's response during the interview, any next steps, the duration of the suspension, and the date for a reinstatement conference.

- In suspensions with contingencies:
  - **Hospitalization**- Follow hospitalization policy.
  - **Psychological Evaluations**- Crisis Team (Division Head, school psychologist, social worker, Education Director- if student is funded, and Head of School or designee) meets to create a timeline for (A) Psychological evaluation of the student, (B) Conference with parents, (C) Conference with student's teachers and related services staff in order to provide supports for the student's return to school and also to support the teachers and staff in addressing their needs.

**Step 3:** Once a student is suspended, the teachers and staff who work with the student are informed of the (A) Duration of the suspension, (B) The reason for the suspension, and (C) Any contingencies related to the suspension.

For students with a psychological evaluation contingency, the Crisis Team will be initiated with next steps shared with teachers and staff who work with the student. This meeting must be held in

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a group... face to face (not via email). If a face to face meeting is not possible, an email to only those who need to know may be generated with a cc: Division Heads (distribution list is created).

The School shall make available all class-work assignments to the student during the period of the suspension.

**Step 4:** The Division Head will provide the Education Director with the completed suspension report.

- a. For any students funded by a Local School System (LSS), the Education Director will forward the suspension form to the LSS within 24 hours of the suspension occurring. If the student has one or more suspensions that constitute 10 school days, the Education Director will send written notice to the LSS (see appendix B). At that point, for LSS funded students, a Manifestation IEP meeting will be held to determine if the reason for the removal was a manifestation of the student's disability. A revision of the student's IEP goals and objectives may be necessary as an outcome of the meeting.
- b. If behavior becomes so problematic, all other less restrictive options have been exhausted, and the School recommends a change in placement for a funded student, the Education Director will notify the LSS in writing 60 days prior to a student's proposed change in placement. An IEP meeting will be scheduled with the student, the parent/s or guardian, the Education Director and the LSS to discuss the needs of the student and reasons for the proposed change of placement. The School will maintain the student's placement during mediation, due process proceedings, or until an approved placement is found.

**Step 5:** A reinstatement conference with student, parent/guardians, teacher, and Division Head (or designee). It is held once the duration of the suspension is completed (and if all contingencies, if any, are completed).

**Step 6:** Records of suspension are digitally housed and may not be placed in any official student records.

*Note:*

In the unusual case where the School recommends expulsion of a student for engagement in criminal activity, disruptive or dangerous behavior to himself/herself or others, or other inappropriate behaviors, an emergency meeting will be called, which will include the student when appropriate, the parent/s or guardian, the Division Head, Education Director, the Head of School or a designee, any appropriate Baltimore Lab School staff, and a representative of the LSS if the student is funded.

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## **X. Responsibilities of Staff/Administrators**

Refer to “Responsibilities for Managing Specific Behaviors” chart as well as the “Behavior management Flowchart” chart for determining the need for administrative involvement. (see [Appendix B](#))

### ***A. Responsibilities of Classroom Staff/ Related Service Providers***

- Carry out all Positive Behavior Supports and Preventative Strategies as outlined in section 2 of this manual.
- Communicate with administrators, team members and parents about classroom managed behaviors, consequences and academic concerns. Submit notes from all parent phone calls and forward parent emails to division head.
- When administrative support is necessary, call for Admin support over the walkie, “Admin needed in room \_\_\_\_.” Follow up with Admin as needed.
- Record all student behaviors (classroom managed behaviors and behaviors needing administrative support) using the Behavior Protocols Google Site to access Accident, Incident & General behavior reporting forms.
- Engage in discussion with division head regarding any behaviors of concern.

### ***B. Responsibilities of Administrative Staff***

- Communicate with team members about administration managed behaviors.
- Contact parents about significant student behaviors and assigned consequences or interventions.
- Complete all necessary documentation. (e.g. Social Behavior Map, Student/Staff Interviews, Exclusion Documentation, Suspension Form, etc.)



## **XI. Notification/Communication**

It is Baltimore Lab School's policy to notify staff, parents, and the Local School System of any major in-school incidents and resulting interventions involving their student in a timely manner.

## XII. Behavior Management Training

Each school year, Baltimore Lab School will conduct training with all staff members to review and discuss the Baltimore Lab School Behavior Management Policies and Procedures. This training will include the information found in this manual as well as training on using the attached documentation forms.

Additionally, Baltimore Lab School will identify school personnel annually to receive specific professional development regarding:

- Positive behavior interventions, strategies and supports, including methods for identifying and diffusing potentially dangerous behavior
- Trauma informed intervention
- Functional behavior assessment and behavior intervention planning
- Exclusion
- Individualized behavior interventions based on student characteristics, including disability, medical history, and past trauma

The professional development for the identified school personnel will include a written test of proficiency in the described skills and competencies.

*Note:* Since Baltimore Lab School does not practice seclusion or restraint, school personnel will not be trained in the following skills:

- restraint and alternatives to restraint
- seclusion
- symptoms of physical distress and positional asphyxia
- First aid/CPR.

## XIII. Appendices

### A - **Positive Behavior Supports and Preventative Strategies**

- [School Wide Expectations Matrix](#)
- [Lower School Classroom Expectations Matrix](#)
- [Lower School Level System explanation](#)
- Lower School point sheets: [Grade 1-2](#), [Grades 3-5](#)
- [Middle School School Classroom Expectations Matrix](#)
- [Middle School Positive Support system](#)
- Middle School [Class Dojo](#) -
- [High School Classroom Expectations Matrix](#)

### B - **Behavior Management and Response Strategies forms**

- Social Behavior Maps - [LS Map](#), [MS Map](#), [HS Map](#)
- [Student Specific Staffing Form](#)
- [Accident/ Incident/ General](#) Forms
- [Suspension Form](#)
- [Responsibilities for Managing Specific Behaviors](#)
- [Behavior Management Flowchart](#)
- [Documenting Exclusion](#)

### C - **Student Code of Conduct**

- [Student Code of Conduct](#)