Catalyst Academy Charter School

Behavior Support Policy

INTRODUCTION

Catalyst Academy Charter School ("**Catalyst**") must ensure that all Catalyst students are educated in settings free from restrictions or injuries caused by the challenging behaviors of other students. Catalyst also recognizes that every special education student in Catalyst is entitled to receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Any student who has an Individualized Education Program (IEP) and exhibits significant behaviors that interfere with his/her learning or the learning of others must have a plan for behavior support included in his/her IEP.

Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning. The types of interventions chosen for a particular student shall be the least intrusive necessary. Catalyst will employ the procedures and measures set forth below in Level 1, Level 2 and Level 3 as necessary under the specific circumstance. In the event Catalyst determines in its reasonable discretion that a student is not positively responding to the procedures set forth in Level 1, Level 2 or Level 3 and the student poses a risk to other students, Catalyst will work with the student's parent(s) to evaluate whether referral to an outside specialist is appropriate.

The policy is designed in compliance with the provisions of the Individuals with Disabilities Education Improvement Act (IDEIA) and state law.

PROCEDURES

The Behavior Support Policy includes a three-tiered sequential model for students whose behavior problems interfere with learning.

Level 1

Level 1 is preventive, involves effective classroom management strategies, and does not require a Behavior Support Plan as part of a student's IEP.

Successful classroom management is a prerequisite for instruction and learning. It involves not only responding effectively when problems arise but also working to prevent their occurrence by creating environments that encourage learning and appropriate student behaviors. The approaches generally applied include:

1. Effective teacher practices
2. An explicit structure/schedule to the school day
3. Explicitly communicated rules and procedures

4. Management programs with systematic reinforcement
5. Variable seating arrangements
6. Oral praise clearly linked to desired behaviors
7. Frequent monitoring via teacher movement in the classroom
8. Clear expectations for what constitutes acceptable behavior
9. Family involvement and cooperation

Level II

Level II interventions involve specific, individualized interventions for a student and require a Behavior Support Plan be attached to the student's IEP.

Some students do not behave appropriately because of deficits in social skills, lack of motivation, lack of communication skills, or lack of ability. Understanding behavior and developing a repertoire of management strategies is typically the focus of intervention. An individual behavior support plan will follow the following guidelines:

1. Defining the behavior in objective and measurable terms
2. Analyzing the problem carefully in terms of environmental factors, which may be influencing the inappropriate behavior.
3. Using information derived from a Functional Behavioral Assessment determine what happens immediately before the problem behavior, the behavior, and what need the behavior serves.
4. Develop a plan involving the least intrusive interventions that are likely to be effective. The plan may include teaching replacement behaviors for problematic behaviors, managing effectively rewards and consequences, creating safe places within the educational setting, and/or instructing directly in need areas including social skills, problem solving, and anger control.

Data collection at regular intervals will be used to evaluate the plan's effectiveness.

Positive techniques for the development, change, and maintenance of selected behaviors shall be attempted prior to the use of more intrusive techniques.

Level III

Level III interventions are for crisis management. This level of intervention is very restrictive in nature and may modify the student's rights during implementation. Level III interventions may be used only after Level II interventions have proved ineffective. Interventions used at this level focus specifically on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II. Catalyst must obtain parental consent prior to the use of restraints. The use of restraints to control behavior shall cause a meeting of the IEP team to review the student's IEP and behavior plan for appropriateness and effectiveness.

Only those staff persons who have received proper training and have demonstrated proficiency may apply these strategies. Catalyst prohibits the use of prone restraints.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself or to other students or to employees, and only when less restrictive measures and techniques have proven to be less effective. The use of restraints may not be included in a student's IEP for the convenience of staff, employed as punishment, or used as a substitute for an educational program.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control when due to organic causes or conditions, may be employed only when specified in the IEP as determined by a medical professional qualified to make the determination and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others and should not prevent normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and may not be used at Catalyst:

1. Corporal punishment
2. Punishment for a manifestation of a student's disability
3. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit
4. Noxious substances
5. Deprivation of basic human rights, such as withholding meals, water or fresh air
6. Suspensions constituting a pattern relating to disciplinary placement
7. Demeaning treatment
8. Electric shock
9. Methods implemented by untrained personnel
10. Methods which have not been outlined in Catalyst's plan

Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated in the IEP. These emergency procedures may include such activities as:

1. Notifying parents/guardians to immediately remove the student from school.
2. Notice to the police
3. Notice to mental health services
4. Calling emergency services and ambulance
5. Instituting mental health commitment procedures

Adopted the 7th day of July, 2020