EXHIBIT A

Calm Area

Purpose
The Calm Area is a designated location within the classroom in which the student can regain composure over his/her own self in a respectful way, while also minimizing stigmatization.

The Calm Area is **never** about gaining control over the student. It is **not** punitive, unattended or isolated, and is utilized only so long as the student presents the need for de-escalation. (emphasis in original)

Nonviolent Crisis Intervention

Hands-on procedures should be used only as a last resort to ensure the safety of the student, staff, peers and property, after all other measures have been exhausted, and must follow the FNSBSD policy using the Nonviolent Crisis Intervention Program (CPI).

Entering the Calm Area: Criterion

**Student-Distruptive behavior**
Any inappropriate behavior as indicated by the student’s individual Behavior Response Plan, that disrupts the student’s ability to attend, and continues following verbal redirection by staff.

**Staff-Response**
When the student meets the above criteria, staff will verbally direct the student to calm area. Staff should **not** physically move the student to the calm area. When possible, staff should discretely move objects or materials away from the student’s reach and wait for him/her to comply. Be prepared to wait! (emphasis in original)

**Student-Harm to self or others, or significant damage to property**
Hitting, kicking, scratching, biting, throwing objects at staff or peers, injury to self (cutting, slamming head into objects, etc.).

**Staff-Response**
When the student meets any of the criteria for harm to self or others, or significant damage to property, staff will comply with FNSBSD policy using the Nonviolent Crisis Intervention Program (CPI).

While in Calm Area

**No Talking**:
Staff will not engage the student in conversation or negotiation when he/she is in the calm area. The student will be calm when he/she is ready. Staff can provide verbal acknowledgement once the student is calm. *Note: staff may initially inform the student that he/she must be sitting (or standing) to indicate the he/she is calm.

**Proxemics**:
Staff should place themselves to the outside of the calm area. Inside the calm area, the student must be able to extend arms to either side of self as well as directly in front of, and directly behind self. A mat can
be utilized to help define and protect an area for the student’s safety and privacy. Mats should **never** be used to block physical aggression or to restrain the student. (emphasis in original)

**Shoes Off:**
Staff may remove the student’s shoes if he/she makes repeated attempts to kick staff.

**Acting Out:**
If the student actively attempts to hit, kick or grab at staff, staff will comply with FNSBSD policy using the Nonviolent Crisis Intervention (CPI) to block or move away from physical contact.

**De-Escalation Assessment**

**Informational Feedback:**
This is **not** a time for the student to earn reinforcement. This **is** a time for feedback on what the student is doing correct. (emphasis in original)

**Short Tasks:**
Have the student sit/stand inside the calm area or sit in a chair near the entrance of the calm area. Give the student a series of short tasks (2-3). If he/she is compliant and calm, the tasks may slowly lead him/her back to the previous task where the behavior originally occurred. The student must not escape original task. However, modification of task can be made as necessary to create behavior momentum with the student.

**-Non-Compliance and Calm:**
Give corrective feedback acknowledging that the student is calm, but did not follow directions. Wait 30-60 seconds then try a new task.

**-Non-Compliance and Re-escalation:**
Verbally redirect the student back to calm area.

**-Re-escalation and Acting Out:**
Staff will comply with FNSBSD policy using the Nonviolent Crisis Intervention Program (CPI).

**Transition to Previous Task**

**Reinforcement:**
When the student is back to the original work area or task, he/she must work hard to earn reinforcement. The student will initially earn verbal praises only, followed by social praise and/or tangible reinforcement, for desired behaviors. This also includes and applies to token, point or check systems.