

Revised Public Notice
June 5, 2024

AMENDMENTS TO CHANCELLOR’S REGULATION A-411—
SUPPORTING STUDENTS IN BEHAVIORAL CRISIS

I. Description of the subject and purpose of the proposed item under consideration.

Chancellor’s Regulation A-411 contains detailed information about supporting students experiencing a behavioral crisis. These revisions would supersede the A-411 dated May 21, 2015, and reflect updated best practices regarding intervention and de-escalation when a student is in crisis. The revisions require that schools must make every effort to safely intervene and de-escalate student behavior, with the goal of supporting student well-being.

The proposed amendments will revise the prior version of the regulation in the following respects:

- The overall order of the regulation has been reorganized for clarity and ease of understanding.
- This regulation is renamed to emphasize supporting students instead of contacting 911.

The substance of the regulation has been modified as follows:

Section I

- Introduction added.
- Clarifies that the regulation sets forth the Department of Education’s policy and procedures regarding intervention and de-escalation when students experience behavioral crises. (I.A.)
- Adds that the goal of crisis intervention is to support the student in crisis by helping to de-escalate behavior. (I.B.)
- Clarifies that schools must, consistent with this regulation and with the school’s Crisis Intervention Plan, use all appropriate and safe de-escalation techniques and interventions to support students experiencing a behavioral crisis. (I.C.)
- Defines the terms parent and school staff for the purposes of this regulation. (I.D., I.E.)
- Adds hyperlink to crisis support resources (I.F.)

Section II

- Adds detail about the makeup and responsibilities of the school’s Crisis Intervention Team. (II.B., II.C., II.D.)
- Requires that the Crisis Team Leader positions must be filled on a full-time basis. (II.C.)
- Clarifies the requirement that the Crisis Intervention Team meet at least once a month to assess preparedness, review procedures, resources, and training, and to evaluate the need for continued support where a crisis requires ongoing response. (II.E.)

- Cross-references C.R. A-755 for additional responsibilities of the Crisis Intervention Team (II.F.)

Section III

- Clarifies that Crisis Intervention Plans must include a section containing a Behavioral Crisis De-escalation Plan, and cross-references C.R. A-755 for detail on other sections of the Crisis Intervention Plan. (III.A.)
- Adds that Crisis Intervention Plans must include strategies for behavior management designed to minimize crisis situations and de-escalate behavioral crises. (III.A.1.)
- Removes language on isolation of students experiencing behavior crises. (III.A.3.)

Section IV

- Adds section regarding restrictions on physical restraint and timeout in accordance with state regulations. (IV.)
- Clarifies that school staff **may not** use corporal punishment, aversive interventions, mechanical or physical restraints, or seclusion against students. (IV.A.)
- Defines corporal punishment, aversive interventions, mechanical or physical restraints, and seclusion against students. (IV.A.1–5.)

Section V

- Clarifies that annual orientation for all school staff including a presentation of the policies and procedures set forth in this Regulation and the school’s Behavioral Crisis De-escalation Plan is mandatory. (V.A.)
- Adds that Crisis Intervention Team members must receive ongoing professional development on crisis related topics including, but not limited to, promoting student well-being and behavioral crisis de-escalation. (V.D.)

Section VI

- Clarifies the requirement to use the de-escalation strategies and interventions described in the school’s Crisis Intervention Plan. (VI.A.)
- Adds the steps that classroom teachers, principals/designees, and members of the school Crisis Team must take when a student is experiencing a behavioral crisis that cannot be safely de-escalated by the classroom teacher. (VI.B–F.)
- Clarifies that the principal/designee must contact the parent and, if the parent cannot be reached, notify the student’s emergency contacts identified on the emergency contact card. (VI.D.)
- Requires that, when a behavioral crisis has been successfully de-escalated, the student’s parents must be notified, and the student should be immediately returned to class. (VI.F.)
- Sets forth the requirement for efforts that must be made before 911 may be contacted in response to a behavioral crisis and that the principal/designee makes the decision whether 911 should be called. (VI.G.)

- Clarifies that under no circumstance can 911 be called or employed as a disciplinary response to a student’s behavior nor may it be used in lieu of, or as an alternative to, de-escalation strategies or resources, where such strategies and resources can be safely used to address the crisis as set forth above. (VI.H.)

Section VII

- Adds the requirement that, if 911 is called, the principal/designee must immediately notify the parent and, if the parent cannot be reached, must notify the emergency contact for the student. (VII.A.)
- Clarifies the procedures to be followed if the parent cannot be reached and 911 is called because a behavioral crisis could not be safely de-escalated, and emergency assistance is required. (VII.D.)
- Requires that, if it is determined that the student does not require emergency treatment and/or transport and the behavior has been de-escalated, school officials and the parent shall discuss appropriate immediate next steps. (VII.E.)
- Clarifies that school staff may not direct or pressure a parent to take their child out of school. (VII.E.)

Section VIII

- Clarifies that the student must continue to receive appropriate instruction and that a mental health clearance letter or other requirements may not be imposed as a condition of a student attending or returning to school. (VIII.A.)
- Clarifies steps to be taken following behavioral crisis. (VIII.B.)

Section IX

- Adds detail on the reporting requirements following a behavioral crisis. (IX.A–C.)

Section X

- Updates contact information for inquiries.

II. Changes in response to public comment

No public comments have been submitted.

III. Summary of all public comments received since the initial public notice was posted.

No public comments have been submitted.

IV. Information regarding where the full text of the proposed item may be obtained.

The full text of the proposed amendments to the regulation can be found on the main page of the website of the Panel for Educational Policy:

<https://www.schools.nyc.gov/get-involved/families/panel-for-education-policy>.

V. Name, office, address, email, and telephone number of the city district representative, knowledgeable about the item under consideration, from whom information may be obtained concerning the item.

Name: Judy Nathan

Office: Office of the General Counsel

Address: 52 Chambers Street, Room 308, New York, NY 10007

Email: Regulationa-411@schools.nyc.gov

Phone: 212-346-5214

Written comments may be submitted via the email address listed above. Oral comments may be submitted via the phone number listed above.

VI. Date, time, and place of the Panel for Educational Policy meeting at which the Panel will vote on the proposed item.

July 24, 2024, at 6 pm

Roosevelt Island School PS/IS 217

645 Main Street

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