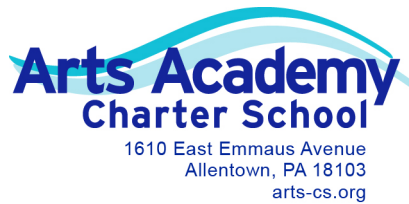


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## Board Policy 2.13.2

# POSITIVE BEHAVIOR SUPPORT

The Arts Academy Charter School believes in the importance of supporting students with disabilities using Positive Behavior Support (PBS) techniques for the development, change, and maintenance of behaviors that are designed to be the least intrusive to the student. We also believe that positive behavior supports are a district-wide initiative being implemented across school buildings, classrooms, and individual student levels.

### Authority

AACS will use Positive Behavior Support (PBS) techniques in accordance with 22 Pa. Code Chapter 711.

Additionally, this policy is designed to enable students with Individualized Education Programs (IEPs) who need a Positive Behavior Support (PBS) Plan to obtain a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and the accompanying Pennsylvania Regulations (22 Pa Code Chapter 711).

### Delegation of Authority

The CEO and/or his/her designees are authorized to carry out the requirements of this policy and are responsible for ensuring that this policy is implemented in compliance with the IDEA and its implementing regulations. The CEO and/or his/her designees shall conduct appropriate behavior support activities including the training of personnel for the use of specific procedures, methods, and techniques.

### Definitions

The following terms, when used in this section, have the following meanings unless the context clearly indicates otherwise:

1. **Aversive techniques** - deliberate activities designed to establish a negative association with a specific behavior.
2. **Behavior support** - the development, change, and maintenance of selected behaviors through the systematic application of positive behavior change techniques.
3. **Positive techniques** - methods utilizing positive reinforcement to shape a student's behavior,

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ranging from the use of positive verbal statements, as a reward for good behaviors to specific tangible rewards.

4. **Restraints** - devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints.
  - a. Restraints to control acute or episodic aggressive behaviors may be used only when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.
    - i. The use of restraints in cases of clear and present danger will result in a meeting for the IEP team to review the current IEP for appropriateness and effectiveness.
    - ii. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.
    - iii. AACCS staff shall maintain and report data on the use of restraints as required by the Secretary of the Pennsylvania Department of Education or other proper authority.
  - b. Mechanical restraints used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions may be employed only with specified by an IEP and 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 himself/herself or others or promote normative body positioning and physical functioning.

### **Guidelines**

The following aversive techniques of handling behavior are considered inappropriate and shall not be used by AACCS:

1. Corporal punishment.
2. Prone restraints (those restraints where the student is held face down on the floor).
3. Punishment for a manifestation of a student's disability.
4. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit.
5. Noxious substances.
6. Deprivation of basic rights, such as withholding meals, water, or fresh air.
7. Suspension constituting a pattern and not addressed within a student's IEP.

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8. Treatment of a demeaning nature.
9. Electric shock.

The use of restraints will be used only in a student's IEP when:

1. Utilized with specific component elements of positive behavior support.
2. Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff are authorized to use the procedure and have received the staff training required.
4. There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

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