

Positive Behavior Support Policy and Procedures. Pursuant to 22 Pa. Code 711.46, HOPE Charter School has adopted the following Positive Behavior Support policy and procedures:

Positive Behavior Support is the primary method of addressing problem behaviors. Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and unreasonable use of restraints. (Aversive techniques are deliberate activities designed to establish a negative association with a specific behavior.)

When students require specific intervention(s) to address behavior that interferes with learning, HOPE Charter School shall include positive behavior support plans as part of their IEPs. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans shall be based on a functional assessment of behavior and utilize positive behavior techniques. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary.

Restraints. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. The term "restraint" means the application of physical force, with or without a device, for the purpose of restraining the free movement of a student's body.

The term does not include briefly holding, without force, a student to calm or comfort him/her, guiding a student to an appropriate activity, or holding a student's hand to safely escort him/her from one area to another. The term also does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP.

Permitted uses of restraints. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. **IMPORTANT:** Restraints may be used only as a last resort. The use of restraints may never be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

HOPE Charter School Special Education Policies and Procedures

However, when an IEP Team determines that it is necessary to include the use of restrictive or intrusive procedures or restraints for controlling a student's aggressive behavior in that student's IEP, HOPE Charter School shall obtain parental consent prior to the use of those restrictive or intrusive procedures or restraints. In addition, the Team shall explain in the IEP-

- (1) How the restrictive or intrusive procedures or restraints will be used only with specific component elements of positive behavior support, in conjunction with
- (2) The teaching of alternative, socially- acceptable behavioral skills to replace problem behavior, as well as include
- (3) A plan for eliminating the use of restraints through the application of positive behavior support

Mechanical restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when 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. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning. Examples of mechanical restraints which are not considered to be "restraints" within the meaning of that term as used here are devices used for physical or occupational therapy, seatbelts in wheel chairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Prohibited restraint techniques. In no event may the following aversive, inappropriate techniques of handling behavior be used at HOPE Charter School:

- Corporal punishment
- Punishment for a manifestation of a student's behavior
- Prone restraints: those restraints in which a student is held face down on the floor
- Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit
- Noxious substances
- Deprivation of basic human rights, such as withholding meals, water, or fresh air
- Suspension constituting a pattern
- Treatment of a demeaning nature
- Electric shock

HOPE Charter School Special Education Policies and Procedures

Parental notification. When a student has been physically restrained, the parent shall be notified and an IEP Team Meeting shall be convened within 10 school days of the inappropriate behavior causing the use of restraints, unless the parents provide a written waiver of this required meeting.

IEP Team review. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. At this meeting, the IEP team shall consider whether the student needs a functional behavior assessment, re-evaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

Referral of student to law enforcement. Subsequent to a referral to law enforcement of a student with a disability who has a positive behavior support plan for alleged criminal activity, the student's IEP Team shall be convened to –

- (1) Review the current IEP for appropriateness and effectiveness
- (2) Update (or develop) the Functional Behavior Assessment (FBA), and
- (3) Revise the positive behavior support plan.

Authorization and training personnel. Only HOPE Charter personnel who are so authorized by the Principal may employ restraints to control a student's behavior. All authorized personnel shall be trained in the use of PBS, de-escalation techniques and emergency responses, and crisis restraint procedures.

Data on restraints. HOPE Charter School shall maintain and report data on restraints as required by the Secretary of Education. The report will be reviewed during cyclical compliance monitoring conducted by PDE.

PDE resources. HOPE Charter School shall access professional development opportunities and technical assistance provided by the PDE's Bureau of Special Education and PaTTAN, including the development of school-wide behavior support programs.