

10900 STUDENT INFORMATION AND MISCELLANEOUS

10930 Behavior Management

In order to provide a safe and effective learning environment the District must maintain student behavior so that students do not hurt themselves, other students, employees or other when they are exhibiting acute or aggressive behavior. This policy is intended as a general outline for the manner that such behaviors are to be handled.

It is the intent of the District that positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.

When specialized intervention is required, the following basic premises are to be pursued:

- 1. Behavior concerns should be addressed through goals established in the student's IEP;**
- 2. Positive, rather than negative, measures shall be used in designing interventions;**
- 3. The least restrictive alternative necessary to develop and maintain appropriate change in behavior shall be used;**
- 4. Appropriate replacement behavior should be identified;**
- 5. Instruction in task and/or work related behaviors which lead to increased academic growth shall be provided;**
- 6. Procedures should be used which can be faded, normalizing consequences to a level and type found in the community;**
- 7. Components of the District's code of student conduct shall be used as appropriate.**
- 8. A team process shall be used when making decisions regarding any change in placement.**

When strategies are necessary to intervene in dangerous and seriously disruptive behavior, students' rights are protected only through the use of clearly delineated and approved procedures, including classroom management strategies and behavior plans.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in such a manner as to be a danger to himself/herself, to other students, or to employees or others, and only when less restrictive measures and techniques have been proven to be ineffective or are less effective. The following will serve as general guidelines for the implementation of this policy:

1 A. Positive Techniques

- 2 • Whenever the situation will reasonably warrant, positive techniques will be
3 used to manage acute or aggressive student behavior. Positive techniques are
4 methods which utilize positive reinforcement to shape a student's behavior. It
5 is impossible to provide an exhaustive list of positive techniques; however,
6 such techniques range from the use of positive verbal statements as a reward for
7 good behavior to specific tangible rewards;
- 8 • The Board recognizes that in some instances the threat of danger inherent in a
9 student's acute or aggressive behavior may be so great that the most positive
10 technique may be immediate physical intervention in order to halt the acute or
11 aggressive behavior. In such situations the Board authorizes the use of
12 reasonable force to halt or restrain the acute or aggressive behavior. It is again
13 impossible to provide an exhaustive list of instances in which physical
14 intervention is warranted; however, such instances include the need to quell a
15 disturbance, to obtain possession of weapons or other dangerous objects, the
16 need for self defense, and the need for the protection of persons or property.

17 B. Restraints

- 18 • For students whose education is provided under an IEP, the use of restraints to
19 control the aggressive behavior of an individual shall cause a meeting of the
20 IEP team to review the current IEP for appropriateness and effectiveness.
21 **Wherever possible, this meeting shall occur within twenty-four (24) hours**
22 **of the use of the restraint.** The building administrator is to meet with parents
23 and/or guardians of a student who does not have an IEP when a restraint was
24 used to control the student's aggressive behavior.
- 25 • The use of restraints may not be included in an IEP, employed as punishment,
26 for the convenience of staff, or as a substitute for an educational program.
- 27 • Mechanical restraints, which are used to control involuntary movement or lack
28 of muscular control of students when due to organic causes or conditions, may
29 be employed only when specified by an IEP or service agreement and as
30 determined by a medical professional qualified to make the determination and
31 as agreed to by the student's parents and/or guardians. Mechanical restraints
32 shall prevent a student from injuring himself or other or shall promote normal
33 body posturing and physical functioning.

34 C. Inappropriate Techniques

35 The following aversive techniques of handling behavior are considered inappropriate
36 and may not be used in educational programs:

- 37 • Corporal punishment
- 38 • Locked rooms, locked boxes, or other locked structures **or spaces from which**
39 **the student may not readily exit**
- 40 • Deprivation of basic human rights, including the withholding of meals, water,
41 or fresh air

- Treatment of a demeaning nature
- Punishment for a manifestation of the student's disability
- Noxious substances
- Serial suspensions
- Electric shock
- Methods which have not been outlined in the agency's plan
- Methods Implemented by untrained personnel

D. Training

The District will train personnel responsible for the delivery of specialized procedures, methods, and techniques under an IEP or service agreement.

The Superintendent or his/her designee is authorized to develop procedures for the implementation of this policy.

E. Behavior Support Plan:

A behavior support plan is a special education service for eligible students whose behavioral problems interfere with their own learning or the learning of others. Positive approaches that are less intrusive will be attempted in order to maintain and support the dignity of the individual, and shall be attempted prior to the use of any negative approaches. Any student with disabilities whose behaviors interfere with learning will have a program of behavior support. A behavior support plan shall be included in the IEP of any student, when appropriate, and shall include the following:

- **Primary focus on positive rather than negative measures;**
- **Interventions that are the least intrusive necessary;**
- **Use of systematic application of behavior change techniques, and not substitute adverse techniques, restraints or discipline**

The behavior support plan shall utilize two levels of intervention from which to choose, depending upon staff training and type of behaviors which require attention. The two levels of intervention are:

- **Good classroom management strategies. No individual behavior support plan will be required as part of the IEP for Level 1 intervention.**
- **Specific interventions designated for individual students. An individual behavior support plan shall be required as part of the IEP, with parental consent.**

Students with disabilities are subject to District and building discipline policies to the extent that these policies comply with special education regulations on suspension and expulsion.

1	Revised	-	Date to be entered
2	Practice	-	
3	Legal Reference	-	
4			
5	DM/ln		