

KEYSTONE OAKS SCHOOL DISTRICT

Policy Guide



Policy No. 113.2

Section PROGRAMS

Title POSITIVE BEHAVIOR
SUPPORT

Adopted NOVEMBER 16, 1998

Last Revised JUNE 17, 2025

POLICY NO. 113.2 POSITIVE BEHAVIOR SUPPORT		
Section 1	<p><u>Purpose</u></p> <p>Students with disabilities shall be educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP), and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily and cannot meet the needs of the student. The IEP team for a student with a disability shall develop a Positive Behavior Support Plan if the student requires specific intervention to address behavior that interferes with learning or the learning of others. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.</p>	22 PA Code 14.133, 14.145 20 U.S.C. 1414 34 CFR 300.114, 300.324
Section 2	<p><u>Authority</u></p> <p>The Board directs that the District's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based</p>	22 PA Code 14.133 20 U.S.C. 1414, 1415 34 CFR 300.324, 300.34, 300.530 Pol. 113, 113.1, 113.3

<p>Section 3</p>	<p style="text-align: center;">POLICY NO. 113.2 POSITIVE BEHAVIOR SUPPORT</p> <p>techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.</p> <p><u>Definitions</u></p> <p>The following terms shall have these meanings, unless the context clearly indicates otherwise:</p> <p>Aversive Techniques – Deliberate activities designed to establish a negative association with a specific behavior.</p> <p>Behavior Support – The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p> <p>Functional Behavior Assessment (FBA) – A student-centered team process used in instances when behavior negatively impacts a student's learning or that of the student's peers. FBA is an evidence-based process for gathering information to understand the function (purpose) of behavior in order to write an effective positive behavior support plan.</p> <p>A FBA must be conducted and behavioral interventions implemented when: The IEP team (1) determines that a student's behavior is interfering with the student's learning or the learning of others, and (2) requires additional information to provide appropriate educational programming.</p> <p>Positive Behavior Support Plan or Behavior Intervention Plan – A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.</p> <p>Positive techniques – Methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.</p>	<p>22 PA Code Sec. 14.133</p>
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<p>Section 4</p>	<p style="text-align: center;">POLICY NO. 113.2 POSITIVE BEHAVIOR SUPPORT</p> <p>Restraints – Application of physical force, with or without the use of any device, designed to restrain free movement of a student’s body, excluding the following:</p> <ol style="list-style-type: none"> 1. Briefly holding a student, without force, to calm or comfort the student. 2. Guiding a student to an appropriate activity. 3. Holding a student’s hand to escort the student safely from one area to another. 4. Hand-over-hand assistance with feeding or task completion. 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s person(s) in parental relation and specified in the IEP. 6. Mechanical restraints, governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. <p>Seclusion – Confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control.</p> <p>Students with disabilities – School-aged children within the jurisdiction of the District who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.</p> <p><u>Delegation of Responsibility</u></p> <p>The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.</p>	<p>Pol. 113</p>
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Section 5	<p style="text-align: center;">POLICY NO. 113.2 POSITIVE BEHAVIOR SUPPORT</p>	
	<p>The Superintendent or designee shall develop administrative regulations to implement this policy.</p>	
	<p>The Superintendent or designee shall provide regular training and retraining of staff in the use of specific procedures, methods and techniques, including de-escalation techniques, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, Positive Behavior Support Plans and Board policy.</p>	22 PA Code 14.133
	<p>The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports to be made to the District by entities educating students with disabilities who attend programs or classes outside the District, including private schools, agencies, intermediate units and career and technical schools.</p>	22 PA Code 14.133
	<p><u>Guidelines</u></p> <p>Development of a separate Positive Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.</p> <p>When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary.</p>	22 PA Code 14.133 34 CFR 300.324
	<p><u>Physical Restraints</u></p> <p>Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.</p>	22 PA Code 14.133
	<p>The Superintendent or designee shall notify the person in parental relation as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the person in parental relation, after written</p>	22 PA Code 14.133

	<p style="text-align: center;">POLICY NO. 113.2 POSITIVE BEHAVIOR SUPPORT</p> <p>students in seclusion, which need not always involve presence of staff within the same room.</p> <p>The District prohibits the seclusion of student in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.</p> <p><u>Aversive Techniques</u></p> <p>The following aversive techniques for addressing behavior are considered inappropriate and shall not be used in educational programs:</p> <ol style="list-style-type: none"> 1. Corporal punishment. 2. Punishment for behaviors caused by or directly and substantially related to a student's disability. 3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit. 4. Noxious substances. 5. Deprivation of basic human rights, such as withholding meals, water or fresh air. 6. Suspensions constituting a pattern as defined in state regulations. 7. Treatment of a demeaning nature. 8. Electric shock. 9. Methods implemented by untrained personnel. 10. Prone restraints, which are restraints by which a student is held face down on the floor. <p><u>Reporting and Monitoring</u></p> <p>The Superintendent or designee shall maintain and report data on the use of restraints in a manner prescribed by the Secretary of Education of the Commonwealth of Pennsylvania. Such</p>	<p>22 PA Code 14.133</p> <p>22 PA Code 14.133</p> <p>22 PA Code 14.143</p> <p>22 PA Code 14.133</p>
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	<p style="text-align: center;">POLICY NO. 113.2 POSITIVE BEHAVIOR SUPPORT</p> <p>report shall be readily available for review during cyclical compliance monitoring conducted by the Pennsylvania Department of Education. Procedures shall be established requiring reports be made to the District by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.</p> <p><u>Referral to Law Enforcement</u></p> <p>The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the law enforcement agency that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the District's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.</p> <p>For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the District shall convene the student's IEP team and an updated functional behavior assessment and Positive Behavior Support Plan shall be required.</p> <p>If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the District, the Superintendent or designee shall ensure that the school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Positive Behavior Support Plan.</p> <p>For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the District shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be</p>	<p>SC 1306.2-B, 1319-B 22 PA Code 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133 34 CFR 330.535 20 U.S.C. 1415 Pol. 103.1, 113, 113.1, 218, 218.1, 218.2, 227, 805.1, 823</p> <p>22 PA Code 10.23, 14.133, Pol. 113.3</p> <p>22 PA Code 14.133</p> <p>22 PA Code 10.23, 14.133</p>
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	<p style="text-align: center;">POLICY NO. 113.2 POSITIVE BEHAVIOR SUPPORT</p> <p>developed to address the student’s behavior, in accordance with law, regulations and Board policy.</p> <p><u>Relations With Law Enforcement</u></p> <p>The District shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each law enforcement agency that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the District.</p> <p>The District shall invite representatives of each law enforcement agency that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the District’s Special Education Plan and positive behavior support program.</p> <p>Previously Revised: April 20, 2021; December 13, 2016; February 17, 2011</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1302.1-A</p> <p>State Board of Education Regulations – 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133, 14.143, 14.145</p> <p>Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1414, 1415</p> <p>Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300.114, 300.324, 300.34, 300.530, 300.535</p> <p>Board Policy – 103.1, 113, 113.1, 113.3, 218, 218.1, 218.2, 227, 805.1, 823</p>	<p>22 PA Code 10.23, 14.104 Pol. 113, 805.1</p> <p>22 PA Code 10.23, 14.104, 14.133 Pol. 113, 805.1</p>
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