

POLICY TITLE: Student Behavior Interventions		
ADOPTION/EFFECTIVE DATE: 11/22/2004	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Students		

~~Pursuant to COMAR 13A.08.04 entitled *Student Behavior Interventions* the Board is committed to providing a safe instructional environment for all students. In order to achieve this goal, a range of behavior interventions shall be available to staff. Such interventions shall be clearly delineated and progressive in nature ranging from positive behavior interventions to exclusion, seclusion and restraint as defined in the aforementioned COMAR regulation. In order to meet this commitment the Board directs that procedures be developed and implemented which:~~

- ~~1. establish a uniform continuum of positive behavioral interventions, strategies and supports to be used by school personnel before using exclusion, restraint or seclusion;~~
- ~~2. establish methods for identification and diffusion of potentially dangerous behaviors and prevention of self-injurious behaviors;~~
- ~~3. establish procedures for the use and documentation of exclusion, seclusion and restraint consistent with the aforementioned COMAR regulation;~~
- ~~4. establish a uniform format for monitoring use of exclusion, restraint and seclusion;~~
- ~~5. establish procedures for receiving, investigating and disposition of complaints regarding exclusion, restraint and seclusion practices.~~

~~The Board directs that this policy and all procedures related thereto be reviewed annually by the Superintendent and appropriate staff.~~

Board Approval Acknowledged By:

Patricia L. Skebeck, Secretary and Treasurer
Board of Education of Harford County

I. Purpose

The purpose of this policy is to state the Board's commitment to providing a safe learning environment for all students; to addressing student behavior with a range of interventions from positive interventions, strategies and supports to exclusion, seclusion and physical restraint as more fully described herein. The interventions described herein are in addition to other interventions used to address student behavior such as, for example, parent conference, detention and suspension.

II. Definitions

A. Positive Behavior Interventions, strategies, and supports means the school-wide and individual application of data-driven, trauma-informed actions, instruction, and assistance to promote positive social and emotional growth while preventing or reducing challenging behaviors in an effort to encourage educational and social emotional success.

B. Exclusion means the removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction including special education, related services, or support.

C. Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

D. Physical Restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. Physical restraint does not include briefly holding a student to calm or comfort the student; a physical escort, which is the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purposes of inducing a student who is acting out to walk to a safe location; moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or intervening in a fight in accordance with Education Article §7-307 of the Annotated Code of Maryland.

III. Statement of Policy

- A. The Board is committed to providing a safe learning environment for all students.
- B. A range of behavior interventions shall be implemented by HCPS, as appropriate and necessary, including positive behavior interventions, exclusion, seclusion and physical restraint, as permitted by law and regulation.
- C. The Board directs the Superintendent to implement and maintain procedures which:
 - 1. Establish a continuum of positive behavioral interventions, strategies and supports to be used by school personnel to the extent reasonable and practicable prior to the use of exclusion, restraint or section;
 - 2. Establish methods for identification and diffusion of potentially dangerous behaviors and prevention of self-injurious behaviors;
 - 3. Establish procedures for the use and documentation of exclusion, seclusion and physical restraint consistent with the aforementioned applicable law and regulation;
 - 4. Establish procedures for receiving, investigating and the disposition of complaints regarding exclusion, seclusion, and physical restraint practices.
- D. The Board directs that this policy and all procedures related thereto be reviewed annually by the Superintendent and appropriate staff.

Board Approval Acknowledged By:

Sean W. Bulson, E.D.
Superintendent

Policy Action Dates		
ACTION	DATE	ACTION DATE
Adopted	11/22/2004	

Responsibility for Policy Maintenance & References	
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel
PERSON RESPONSIBLE:	JOB POSITION OF PERSON RESPONSIBLE:
DESIGNEE NAME:	JOB POSITION OF DESIGNEE:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: Students .07.01.071	

LEGAL REFERENCES¹

COMAR 13A.08.04

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.