

## **Lindley Academy Charter School @ Birney Positive Behavior Support Policy**

Lindley Academy Charter School @ Birney (LACS) believes that all students are capable of achieving high levels of success. A student is most successful when cooperative strategies are implemented between school and home. Parents/Guardians and families are an integral part of the learning process and a Student's success.

LACS believes that a safe and nurturing environment is essential to student learning. All members of the school community deserve to be treated with dignity and respect. LACS supports all students regardless of race, ethnicity, gender, class, sexual orientation or religious beliefs. LACS believes that all students have unique qualities that contribute to a positive learning environment.

It is LACS's goal to provide a positive educational setting for every student. This requires an understanding of and adherence to acceptable standards of respectful behavior which will allow learning to take place in classroom settings. The policies of the Family Guidebook must be implemented with attention to creating an environment where expected behaviors are taught and positively reinforced, and where student interventions match the need.

It is our responsibility, therefore, to ensure that the standards of behavior are taught and positively reinforced in each classroom on a daily basis, using a school-wide process of positive behavior support. This includes careful monitoring of each student's academic progress with appropriate interventions, to avoid behavioral disruptions often caused by academic failure, as well as attention to classroom and school environment. It is LACS's belief that with an organized process of providing positive support, the school can reduce disruptions and disciplinary referrals. Interventions work best when they are proactive, not reactive. The importance of an efficient and well-understood system of reinforcing expected behaviors and monitoring student progress using all available data is essential to student success.

LACS provides the least restrictive environment and works to achieve student success through inclusion with itinerant, supplemental, or full-time support services within the classroom using a co-teaching model or within self-contained settings. Behavioral support is provided by classroom teachers, school climate, school counselor(s), social worker, and special education service providers in the form of specially designed goals and preventive strategies put in place with the specific student in mind.

LACS establishes a culture of caring focused on building communities within each classroom, each grade level and school-wide through the use of class meetings, buddy classes, and monthly scholar assemblies based on the Caring School Community Curriculum of Social Emotional Learning and Discipline. Class meetings provide teachers and scholars with a forum to get to know one another, discuss issues, identify and solve problems, and make decisions that affect the classroom and school climate. Conducting daily class meetings and monthly scholar assemblies, will create an

environment in which scholars' learning, opinions and concerns are taken seriously—and in which scholars participate as valued and influential contributors to the classroom community. As scholars learn to listen and talk to each other, they begin building a safe learning environment. Positive behaviors are reinforced through school-wide positive behavior interventions and supported through a system of encouraging appropriate behaviors in conjunction with a system for discouraging inappropriate behaviors. The Climate Team of LACS promotes a disciplinary approach of restorative practices, social justice, and community.

LACS provides the least restrictive environment and works to achieve student success through inclusive support for student's receiving Itinerant and Supplemental levels of Special Education services. Behavioral support is provided by classroom teachers, special education teachers, and/or the school climate and counseling teams in the form of specially designed goals and preventive strategies put in place with the specific student in mind.

- Functional Behavior Assessment(s) are conducted upon receipt of parent consent for the purpose of identifying or reevaluation of student behavioral needs, antecedents, consequences that maintain or reduce the behavior, and development of Specially Designed Instruction and program modifications.
- The developed and agreed upon Specially Designed Instruction (SDI), strategies, and techniques shall be outlined in the student's IEP for the development, change, and/or maintenance of student behaviors and shall be the least restrictive in use and nature aligned with the student's needs, disability, and safety.
- The special education teacher(s) and contracted Behavior Specialist Consultant (BSC) meet with general education teacher(s) and/or guidance counselor/social worker at least once per year to review the Positive Behavior Support Plan and answer any questions the teacher(s) may have regarding the implementation of this plan.
- The special education teacher(s) and contracted Behavior Specialist Consultant (BSC) meet with general education teacher(s) and/or guidance counselor/social worker to provide teacher training on Professional Development days on the use of Positive Behavior Support Plans in the classroom.
- Teachers are encouraged to implement a consistent classroom behavior plan for all students to foster an environment with routines and expected outcomes for behaviors. This includes the expectation to carry out the ideals of the Caring School Community and School-wide Positive Behavior Supports.
- Classroom meetings will be utilized to reinforce positive behaviors and determine solutions for negative behaviors
- The School follows the Board Approved Discipline Grid constantly and consistently so that students are aware of what is expected.

De-escalation training and the use of Positive Behavior Support programs is provided for all staff annually, in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques. LACS spends vast amounts of time training our staff in the Caring School Community, including professional developments. Specific training in De-escalation and the appropriate use of Emergency Safety Physical Intervention (ESPI) or restraint is provided for specific staff members at LACS including but not limited to: LACS Administration, contracted Behavior Specialist(s), Climate staff, Autistic Support staff, and Emotional Support staff. LACS uses Handle with Care ® (HWC) Behavior Management System for de-escalation, behavior management, and physical intervention. Handle with Care ® directly prohibits the use of prone restraint. All LACS staff who are trained in Handle with Care ® are prohibited from the use of prone restraints at all times and in all situations and are subject to staff disciplinary action.

The use of an Emergency Safety Physical Intervention (ESPI) or Restraint may only be used at LACS as a last resort when a student presents as an imminent and immediate danger to themselves or others. Emergency Safety Physical Intervention (ESPI) or 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 themselves, to other students, or to employees, and only when least restrictive measures and techniques have proven to be ineffective.

The use of Emergency Safety Physical Intervention (ESPI) or Restraints to control the aggressive behavior of an individual student shall result in an IEP team meeting to review the current IEP for appropriateness and effectiveness. The use of Emergency Safety Physical Intervention (ESPI) or Restraints may only be written in a student's IEP as an intervention when parental consent prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 711.46(f). The use of Emergency Safety Physical Intervention (ESPI) or Restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. 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 upon parental consent 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.

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

- Prone restraint
- Corporal punishment
- Punishment for a manifestation of a student's disability
- 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.