

THE SCHOOL DISTRICT OF
PHILADELPHIA

No. 113.2
Section: 100 Programs
Title: Behavior Support
Adopted: January 19, 2017
Revised: February 26, 2026

113.2 Behavior Support

Purpose

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. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.[1][2][3][4][5]

Authority

The Board of Education (“Board”) directs that the District’s behavior support programs shall be based on positive rather than negative behavior techniques so 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 research-based techniques to develop and maintain skills that will enhance students’ opportunity for learning and self-fulfillment.[1][3][5][6][7][8][9][10][11]

Delegation of Responsibility

The Superintendent or their designee shall require that this Board policy and its related administrative procedures be implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy.

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. [1]

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such reports 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. [1]

Mandatory Procedures

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

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.[1]

Restraints should never be used in a manner that restricts a child's breathing or physically harms the child. The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

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 used 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/guardians.[1]

Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning.

Seclusion

The District permits involuntary seclusion of a student for a limited period of time in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative and used as a last resort. District staff shall provide continuous supervision of students in seclusion, which need not always involve presence of staff within the same room.

The District prohibits the seclusion of students in locked rooms, locked boxes, and other structures or spaces from which the student cannot readily exit.[1]

Aversive Techniques

Positive, rather than negative, measures must form the basis of behavior support programs to provide all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.

Certain aversive techniques of handling behavior, further defined in the administrative procedures, are considered inappropriate and shall not be used in educational programs. [1]

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents, and may report discretionary incidents committed by a student with a disability, including a student for whom an evaluation is pending, on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local law enforcement agency that has jurisdiction over the school's property. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity will act to address the student's behavior in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, Board policies, the District's special education plan, and, if applicable, the procedures, methods, and techniques set forth in the student's Positive Behavior Support Plan. [1][6][8][9][13][14][15][16][17][18][19][20][21][22][23][24][25][26]

Relations With Law Enforcement

The District shall provide a copy of its administrative procedures for behavior support, developed in accordance with the special education plan, to each local **law enforcement agency** that has jurisdiction over school property. Updated copies shall be provided each time the administrative procedures for behavior support are revised by the **District**. [9][18][20][26]

The District shall invite representatives of each local 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. [1][9][18][20][26]

Legal References:

1. [22 PA Code § 14.133](#)
2. [22 PA Code § 14.145](#)
3. [20 U.S.C. § 1414](#)
4. [34 CFR § 300.114](#)
5. [34 CFR § 300.324](#)
6. [20 U.S.C. § 1415](#)
7. [34 CFR § 300.34](#)
8. [34 CFR § 300.530](#)
9. [Policy 113](#) - Special Education
10. [Policy 113.1](#) - Discipline of Students with Disabilities
11. [Policy 113.3](#) - Screening and Evaluations for Students with Disabilities
12. [22 PA Code § 14.143](#)
13. [24 P.S. § 13-1306.2-B](#)
14. [24 P.S. § 13-1319-B](#)
15. [22 PA § Code 10.2](#)
16. [22 PA § Code 10.21](#)
17. [22 PA § Code 10.22](#)
18. [22 PA § Code 10.23](#)
19. [22 PA § Code 10.25](#)
20. [22 PA § Code 14.104](#)
21. [34 CFR § 300.535](#)
22. [Policy 103.1](#) - Nondiscrimination-Qualified Students with Disabilities-Protected Handicapped Students
23. [Policy 218](#) - Student Conduct and Discipline
24. [Policy 218.1](#) - Weapons
25. [Policy 222](#) - Promoting Tobacco and Vape Free Schools
26. [Policy 805.1](#) - Relations with Law Enforcement Agencies

Related Information:

- [20 U.S.C. § 1400 et seq](#)
- [34 CFR Part 300](#)
- [Pennsylvania Training and Technical Assistance Network \(PaTTAN\), Questions and Answer Compendium, January 2020](#)