

Lower Merion School District

Policy No.: 236
Section: STUDENTS
Title: POSITIVE BEHAVIOR SUPPORT FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES
Date Adopted: 2/16/10
Date Last Revised: 6/16/25

236 POSITIVE BEHAVIOR SUPPORT FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

The District recognizes that positive behavior support is an integral part of educational programming; the two must complement each other. The use of effective and appropriate strategies for **supporting** positive behavior and appropriately addressing behavior that impedes learning enhances educational success for students. Optimal learning outcomes are achieved in classrooms where a student's opportunity for learning and building self-esteem and individual responsibility is maximized. In responding to student behavior the following principles apply:

- each eligible student is entitled to receive their education in the least restrictive environment;
- all students are entitled to an environment free from restrictions or injuries caused by the challenging behaviors of others, including those that are unsafe or violent;
- effective positive behavior support is contingent upon clear, direct, collaborative communications among school, students, and family;
- professional development and coaching for school staff is essential for a positive behavior support system to be effective;
- through coordinated efforts involving school teams, interagency providers, community-based services, and families, the behavioral needs of eligible students can be met.

The Superintendent or designee shall develop and implement Administrative Regulations to support the delivery of positive behavior interventions and supports consistent with this policy and applicable federal and state laws, including IDEA and Chapter 14.