

I. Policy Statement

The Board of Education is committed to providing a safe, engaging, and supportive school environment that fosters the social and emotional safety, dignity, and well-being of all students. In accordance with Maryland State Department of Education (MSDE) directive, the Board acknowledges the need for staff members to use an array of research-based positive behavior interventions, strategies, and supports to improve student behaviors and exclusion from the classroom environment, physical restraint, or seclusion may be used only when lesser interventions are ineffective.

II. Purpose

The purpose of this policy is to define the process by which the Howard County Public School System (HCPSS) promotes positive behavior interventions to ensure the consistent use of exclusion, physical restraint, and seclusion as forms of student behavior interventions in schools and to ensure that the use is limited to necessary/critical situations.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. Behavior Intervention Plan (BIP) – A proactive, data-based, structured plan that is developed as a result of a functional behavioral assessment which is consistently applied by trained staff to reduce or eliminate a student’s challenging behaviors and to support the development of appropriate behaviors and responses.
- B. Corporal Punishment – Physical penalty or undue physical discomfort inflicted on the body of a student.
- C. Emergency – An imminent threat of serious bodily injury to self or others. It may not include verbal threats alone.
- D. Exclusion – 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 and is not physically prevented from leaving or returning to the classroom.

- E. Functional Behavior Assessment (FBA) – A systematic process of gathering information to guide the development of an effective and efficient BIP for the problem behavior.

“Functional behavior assessment” includes the:

1. Identification of the functions of the problem behavior for the student;
2. Description of the problem behavior exhibited in the educational setting; and
3. Identification of environmental and other factors and settings that contribute to or predict the occurrence, nonoccurrence, and maintenance of the behavior over time.

- F. Individualized Education Program (IEP) – Written description of the special education and related services for a student with a disability that is developed, reviewed, and revised by the student’s IEP team.

- G. Individualized Education Program Team – A group of individuals to include parents responsible for identifying and evaluating students with disabilities. The IEP team develops, reviews, and/or revises an IEP for a student with a disability and determines placement in the least restrictive environment.

- H. Mechanical Restraint – The use of any device or equipment to restrict a student’s freedom of movement.

“Mechanical restraint” does not include devices implemented by trained school personnel, or used by a student, that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, including:

1. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
2. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
3. Restraints for medical immobilization; or
4. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

- I. Parent – Any one of the following, recognized as the adult(s) legally responsible for the student:

1. Biological Parent – A natural parent whose parental rights have not been terminated.
2. Adoptive Parent – A person who has legally adopted the student and whose parental rights have not been terminated.

3. Custodian – A person or agency appointed by the court as the legal custodian of the student and granted parental rights and responsibilities.
4. Guardian – A person who has been placed by the court in charge of the affairs of the student and granted parental rights and responsibilities.
5. Caregiver – An adult resident of Howard County who exercises care, custody, or control over the student but who is neither the biological parent nor legal guardian, as long as the person satisfies the requirements of the Education Article, §7-101 (c) (Informal Kinship Care) or has been issued a U.S. Department of Health and Human Service’s Office of Refugee Resettlement (ORR) Verification of Release form entering into a custodial arrangement with the federal government.
6. Foster Parent – An adult approved to care for a child who has been placed in their home by a state agency or a licensed child placement agency as provided by the Family Law Article, §5-507.

J. Physical Restraint – 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:

1. Briefly holding a student to calm or comfort the student;
2. 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;
3. Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or
4. Intervening in a fight in accordance with Education Article §7-307, Annotated Code of Maryland.

K. Positive Behavior Support – 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.

L. Restraint – The act of limiting an individual’s movement or action.

M. Seclusion – The involuntary confinement of a student alone in a room or area 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.

- N. Serious Bodily Injury – Physical injury which involves:
1. A substantial risk of death
 2. Extreme physical pain
 3. Protracted and obvious disfigurement
 4. Protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
- O. Student Support Team (SST) – A diverse group of school-based educators, that may include school counselors, psychologists, administrators, nurses, and teachers, that meets regularly to discuss the educational and behavioral needs of students. When necessary, this group also collaboratively develops interventions to support the specific needs of students.
- P. Trauma-informed Intervention – An approach that is informed by the recognition of the impact that trauma, including violence, abuse, neglect, disaster, terrorism, and war, may have on a student’s physical and emotional health and ability to function effectively in an educational setting.

IV. Standards

- A. Staff members will use effective classroom management strategies followed by a continuum of positive behavior interventions, strategies, and supports to increase or decrease targeted student behavior.
- B. Parents and school staff members may at any time request a meeting in order to, among other things:
1. Conduct an FBA
 2. Develop, review, or revise a student’s BIP.
- C. Only trained school staff members may use exclusion, physical restraint, or seclusion after a continuum of positive, less restrictive or alternative approaches have been considered, and either attempted or determined to be ineffective or inappropriate for the maintenance of a safe, positive learning environment. The use of exclusion, physical restraint, or seclusion may be used only without intent to do harm or create undue discomfort and consistent with known medical or psychological limitations and the student’s behavior intervention plan.
- D. Trained school staff members may use exclusion to address a student’s behavior if the student’s behavior unreasonably interferes with the student’s learning or the learning of others and/or constitutes an emergency and exclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate; is requested by the student; or is supported by the student’s BIP.

-
- E. The use of physical restraint or seclusion is prohibited in HCPSS unless there is an emergency situation and physical restraint or seclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate.
- F. If an emergency situation results in the use of physical restraint or seclusion or school personnel have made a student-specific determination that it may need to be used consistent with Section IV.E. of these policy, physical restraint or seclusion may be included in a student's BIP or IEP to address the student's behavior in an emergency situation, provided that school personnel:
1. Review available data, including consultation with medical health professionals as appropriate, to identify whether the use of physical restraint or seclusion may be unsafe based on medical history or past trauma,
 2. Identify in the student's IEP or BIP the less intrusive, non-physical interventions that will be used to respond to the student's behavior until the physical restraint or seclusion is used in an emergency situation, and
 3. Obtain written consent from parent, consistent with Education Article, Section 8-405, Meetings to Discuss and Evaluate Educational Program.
- G. If excessive exclusion, physical restraint, or seclusion is used for a student who has not been identified as a student with a disability, the student will immediately be referred to the school's Student Support team (SST) or an IEP team.
- H. If physical restraint or seclusion is used for a student with a disability, and the student's IEP or behavior intervention plan does not include the use of physical restraint or seclusion, the IEP team will meet, within 10 business days of the incident to consider: the need for a functional behavioral assessment; developing appropriate behavioral interventions; and implementing a behavioral intervention plan.
- I. The use of corporal punishment and mechanical restraint are prohibited in HCPSS.
- J. Annually, HCPSS will provide professional development to designated school staff members on the appropriate implementation of this policy.
- K. Designated staff members will be trained on how to administer physical restraint. Only those trained staff will implement physical restraints.
- L. Each school will establish and maintain a team trained to implement physical restraints in emergency situations.
- M. Each time a student is in a physical restraint or seclusion, school staff members will document the incident using Student Behavior Intervention Data Collection Form for Restraint or Seclusion.

N. Monitoring and Compliance

1. Schoolwide resource personnel will review and collect data quarterly pertaining to physical restraint and seclusion and forward it to the Department of Special Education.
 2. Data will be collected by:
 - a. Total number of physical restraint and seclusion incidents,
 - b. Total number of students;
 - c. Type of physical restraint utilized;
 - d. Length of time of physical restraint or seclusion;
 - e. Student's gender, race, disability, and grade;
 - f. Behavior that precipitated the use of physical restraint or seclusion; and
 - g. Number of students referred to the school's SST.
 3. In cases whereby a student, staff member or parent of a student feels there has been a violation or a misinterpretation of this policy or procedure, the grievance process outlined in the HCPSS Student and Parent Handbook, Policy 9020 Students Rights and Responsibilities, and Policy 9200 Student Discipline will be utilized.
 4. The HCPSS will, upon request, submit any information regarding any matter related to physical restraint or seclusion practices to the MSDE.
- O. This policy does not prohibit school personnel from initiating appropriate student disciplinary actions; nor does it prohibit law enforcement, judicial authorities, or school security personnel from exercising their responsibilities.

V. Responsibilities

- A. The Superintendent/Designee will implement this policy and will ensure that students and parents are provided annual notice of this policy.
- B. The Department of Special Education will monitor the use of physical restraint and seclusion.
- C. School administrators and HCPSS supervisors will ensure that professional learning occurs annually for all staff members outlining the key components of this policy.
- D. At the beginning of each school year, the principal/designee will identify a team made up of staff members who receive professional development and serve as a schoolwide resource to assist in ensuring proper administration of this policy.
- E. The principal will inform all school staff members that only trained and identified staff members may administer physical restraint and/or seclusion.

- F. The principal will inform the school staff members that corporal punishment and mechanical restraint are prohibited and that the administering of such punishment is grounds for disciplinary action.
- G. The principal/designee will make every effort to notify parents immediately, but no more than 24 hours after, both verbally and in writing, of an instance of physical restraint and/or seclusion and the behavior that warranted the intervention.
- H. The principal/designee will implement this policy at his/her school and ensure that students, staff members, and parents are provided annual notice of this policy.
- I. The principal/designee will receive, investigate, and document complaints regarding exclusion, physical restraint, and seclusion practices.

VI. Delegation of Authority

The Superintendent is authorized to develop procedures for the implementation of this policy.

VII. References

- A. Legal
 - The Annotated Code of Maryland, Education Article, §7-307, Principals, teachers, and school security guards intervening in fights
 - The Annotated Code of Maryland, Education Article, §7-101 (c) (Informal Kinship Care)
 - The Annotated Code of Maryland, Education Article, §8-405, Meetings to Discuss and Evaluate Educational Program
 - The Annotated Code of Maryland, Family Law Article, §5-507
 - COMAR 13A.08.04, Student Behavior Interventions
- B. Other Board Policies
 - Policy 7030 Employee Conduct and Discipline
 - Policy 9020 Students Rights and Responsibilities
 - Policy 9050 Student Records
 - Policy 9060 Rehabilitation Act of 1973 Compliance: Section 504
 - Policy 9200 Student Discipline
- C. Relevant Data Sources
- D. Other
 - HCPSS Student and Parent Handbook
 - HCPSS Student Code of Conduct
 - Restraint/Seclusion Quarterly Reporting Form
 - Student Behavior Intervention Data Collection Form for Restraint or Seclusion

VIII. History

ADOPTED: June 8, 2017

REVIEWED:

MODIFIED: September 5, 2019

REVISED:

EFFECTIVE: September 5, 2019

I. General

- A. To ensure a positive, safe, and orderly educational environment the following continuum of positive behavior interventions, strategies, and supports is encouraged:
1. Schoolwide Positive Behavior Intervention Supports (PBIS) program.
 2. Good classroom management practices.
 3. Positive behavior interventions, strategies, and supports developed by teams and specialists.
 4. Additional interventions as developed after a Functional Behavior Assessment (FBA) and implementation of a Behavior Intervention Plan (BIP).
 5. Use of de-escalation techniques as described in crisis intervention standards.
 6. Restorative Practices.
- B. School staff members will only use physical restraint or seclusion:
1. If they have been certified through the HCPSS approved training;
 2. In a humane, safe, and effective manner, consistent with state regulations without intent to harm or create undue discomfort, consistent with state regulations; and,
 3. Consistent with known medical or psychological constraints and limitations and the student's BIP or IEP.

II. Functional Behavior Assessment (FBA)

- A. Identifies the problem behavior for the student.
- B. Describes the problem behavior exhibited in the educational setting.
- C. Identifies environmental and other factors and settings that contribute to or predict the occurrence, nonoccurrence, and maintenance of the behavior over time.

III. Use of Exclusion

- A. Exclusion will only be used by trained staff members if:
1. Exclusion is requested by the student; or
 2. It is supported by the student's BIP; and
 3. The student's behavior unreasonably interferes with the student's learning or the learning of others; or
 4. The student's behavior constitutes an emergency and exclusion is necessary to protect the student or another person from imminent, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate.
- Less intrusive interventions may include:
- a. Review of de-escalation strategies and/or calming/coping strategies,
 - b. Involvement of student services personnel as appropriate.
- B. A setting for exclusion will:
1. Provide school staff members with the ability to see the student at all times;
 2. Provide adequate lighting, ventilation, and furnishings; and
 3. Be unlocked and free of barriers that prevent the student from leaving.
- C. Trained staff members will monitor a student placed in exclusion and provide a student in exclusion with:
1. An explanation of the behavior that resulted in the removal; and
 2. Instructions on the behavior required to return to the learning environment.
 3. An opportunity for the student to voice his/her perspective regarding their thoughts of the incident and their actions.
- D. Trained staff members will ensure that each period of exclusion:
1. Is appropriate to the developmental level of the student and the severity of the behavior; and
 2. Does not exceed 30 minutes

3. Prior to an exclusion reaching 30 minutes in duration:
 - a. School administration and/or student support personnel will be notified to determine appropriate next steps.
 - b. Support or intervention will be initiated. Once support or intervention has been initiated, this event is no longer considered an exclusion.
- E. If a nondisabled student has experienced excessive exclusion, staff members may initiate a referral to a school's SST, 504 team, or IEP team.
- F. If a student with a disability has experienced an excessive period of exclusion, staff members will follow HCPSS procedures to determine if a change of placement is appropriate.

IV. Use of Physical Restraint

- A. The use of physical restraint is prohibited in schools unless there is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate.

If an emergency situation results in the use of physical restraint or school personnel have made a student-specific determination that it may need to be used consistent with Section IV.A. of these procedures, physical restraint may be included in a student's BIP or IEP to address the student's behavior in an emergency situation, provided that school personnel:

1. Review available data, including consultation with medical health professionals as appropriate, to identify any situations where the use of physical restraint based on medical history or past trauma may be deemed unsafe; and
 2. Identifies in the student's IEP or BIP the less intrusive, non-physical interventions that will be used to respond to the student's behavior until the physical restraint is used in an emergency situation, and describes the specific behaviors and circumstances under which physical restraint or seclusion may be used; and
 3. Obtain written consent from the parent, consistent with Education Article, Section 8-405, Meetings to Discuss and Evaluate Educational Program;
- B. Since mechanical restraint is prohibited in HCPSS, a protective or stabilizing device may only be used when prescribed by a health professional or in accordance with the student's IEP or BIP for students with a disability.

- C. Physical restraint will only be applied by trained staff members. In applying physical restraint, reasonable force will only be used as is necessary to protect a student or another person from imminent, serious, physical harm.
- D. In applying physical restraint, school personnel will only use reasonable force as is necessary to protect a student or other person from imminent, serious, physical harm.
- E. Physical restraint:
1. Will be removed as soon as the student no longer presents imminent, serious, physical harm; and
 2. Will be appropriate to the student's developmental level and severity of the behavior; and
 3. May not exceed 30 minutes in duration.
 - a. If a physical restraint event exceeds 20 minutes in duration, school administration and/or student support personnel should be notified to determine appropriate next steps.
 - b. If a physical restraint reaches 30 minutes in duration, the restraint will be terminated and alternative support or intervention will be initiated.
 - c. Once an alternative support or intervention has been initiated, the physical restraint is terminated, and then this event is no longer a restraint.
- F. "Physical restraint" does not include:
1. Briefly holding a student to calm or comfort the student;
 2. Holding a student's hand or arm to escort the student safely from one area to another;
 3. Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or
 4. Intervening in a fight, in accordance with §7-307 of the Education Article.
- G. In applying physical restraint, school staff members will not:
1. Place a student in a face down position;
 2. Place a student in any other position that will obstruct a student's airway or otherwise impair a student's ability to breathe, obstruct a staff member's

view of a student's face, restrict a student's ability to communicate distress, or place pressure on a student's head, neck, or torso; or

3. Straddle a student's torso.
- H. Following a physical restraint, the student will be examined by health room staff to determine whether there were physical injuries or distress as a result of the restraint. Any concerns will be documented on the corresponding Student Behavior Intervention Data Collection Form for Restraint and Seclusion and parents will be notified immediately.
- I. If parents assert that there are medical reasons why physical restraint should not be used with a student, they must submit medical documentation to verify medical contradictions to the use of physical restraint. Where there is such documentation, parents will be requested to sign a release for staff members to contact the private health professional to discuss the contradictions and possible alternatives. Alternatives to physical restraint should be used in these cases.
- J. Each time a student is in a restraint, school personnel involved in the restraint will debrief and document the following:
1. Other less intrusive interventions that have failed or been determined inappropriate;
 2. The event immediately preceding the behavior that prompted the use of physical restraint;
 3. The behavior that prompted the use of physical restraint;
 4. The names of the school staff members who observed the behavior that prompted the use of physical restraint;
 5. The names and signatures of the staff members implementing and monitoring the use of physical restraint;
 6. The type of physical restraint;
 7. The length of time in physical restraint;
 8. The student's behavior and reaction during the physical restraint; and
 9. The name and signature of the administrator informed of the use of physical restraint.
- K. This documentation described will be maintained in the student's educational record.

- L. Unless otherwise provided for in the student's BIP or IEP, each time a physical restraint is used, the principal/designee will make every effort to notify parents immediately, but no more than 24 hours after, both verbally and in writing, of an instance of physical restraint and the behavior that warranted the intervention.

V. Use of Seclusion

- A. The use of seclusion is prohibited in schools unless there is an emergency situation and the use of seclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate and the seclusion room meets the requirements outlined in Section V.B. of these procedures.

If an emergency situation results in the use of seclusion or school personnel have made a student-specific determination that it may need to be used consistent with Section V.A. of these procedures, seclusion may be included in a student's BIP or IEP to address the student's behavior in an emergency situation, provided that school personnel:

1. Review available data, including consultation with medical health professionals as appropriate, to identify any situations where the use of seclusion based on medical history or past trauma may be deemed unsafe,
2. Identify in the student's IEP or BIP the less intrusive, non-physical interventions that will be used to respond to the student's behavior until the seclusion is used in an emergency situation, and
3. Obtain written consent from parent, consistent with Education Article, Section 8-405, Meetings to Discuss and Evaluate Educational Program.

- B. A setting used for seclusion will, at a minimum:

1. Be free of objects and fixtures with which a student could self-inflict bodily harm;
2. Provide staff members an adequate view of the student from all angles and all areas of that room; and,
3. Include a door that is not fitted with a lock unless it releases automatically when not physically held in the locked position by school personnel on the outside of the door.
4. Provide adequate lighting and ventilation.

- C. Trained staff members will:

1. Remain in close proximity to the door of a seclusion room at all times.

2. Actively observe a student in seclusion at all times; and
 3. Provide a student placed in seclusion with:
 - a. An explanation of the behavior that resulted in the removal; and
 - b. Instructions on the behavior required to return to the learning environment.
- D. A seclusion event:
1. Will be terminated as soon as the student no longer presents the behavior requiring seclusion.
 2. Will be appropriate to the student's developmental level and severity of the behavior; and
 3. May not restrict the student's ability to communicate distress; and
 4. May not exceed 30 minutes in duration.
 - a. If a seclusion event exceeds 20 minutes in duration, school administration and/or student support personnel should be notified to determine appropriate next steps.
 - b. If a seclusion event reaches 30 minutes in duration, the seclusion will be terminated and alternative support or intervention will be initiated.
 - c. Once an alternative support or intervention has been initiated, the seclusion is terminated, and then this event is no longer a seclusion.
- E. Each time a student is in seclusion, school personnel involved in the seclusion event will debrief and document the following:
1. Other less intrusive interventions that have failed and/or been determined inappropriate;
 2. The event immediately preceding the behavior that prompted the use of seclusion;
 3. The behavior that prompted the use of seclusion;
 4. Names and signatures of the staff members implementing and monitoring the seclusion;
 5. Justification for initiating the use of seclusion;
 6. The length of time in seclusion;
 7. The student's behavior and reaction during the seclusion; and
 8. The name and signature of the administrator informed of the use of seclusion.
- F. This documentation will be maintained in the student's educational record.

- G. Unless otherwise provided for in the student's BIP or IEP, each time seclusion is used, the principal/designee will make every effort to notify parents immediately, but no more than 24 hours after, both verbally and in writing of an instance of seclusion and the behavior that warranted the intervention.

VI. Referral to a School's Student Support Team or IEP Team

- A. If physical restraint or seclusion is used for a student who has not been identified as a student with a disability, the student will immediately be referred to the school's SST or an IEP team.
- B. If physical restraint or seclusion is used for a student with a disability, and the student's IEP or BIP does not include the use of physical restraint or seclusion, the IEP team will meet, within 10 business days of the incident to consider:
 - 1. The need for an FBA
 - 2. Developing appropriate behavioral interventions; and
 - 3. Implementing a BIP.
- C. If physical restraint or seclusion is used for a student with a disability and the IEP or behavior intervention plan includes the use of physical restraint or seclusion, the student's IEP or behavior intervention plan will specify how often the IEP team will meet to review or revise, as appropriate, the student's IEP or BIP.
- D. When an IEP team meets to review or revise a student's IEP or behavior intervention plan, the IEP team will consider:
 - 1. Existing health, physical, psychological, and psychosocial information, including any contraindications to the use of restraint or seclusion based on medical history or past trauma;
 - 2. Information provided by the parent;
 - 3. Observations by teachers and related service providers;
 - 4. The student's current placement; and
 - 5. The frequency and duration of restraints or seclusion events that occurred since the IEP team last met.
- E. The school will provide the parent of the student with written notice when an IEP team proposes or refuses to initiate or change the student's IEP or BIP that includes the use of physical restraint or seclusion.
 - 1. The IEP team will obtain the written consent of the parent if the team proposes to include restraint or seclusion in the behavior intervention plan or IEP to address the student's behavior.

2. If the parent does not provide written consent, the IEP team will send the parent written notice within 5 business days of the IEP team meeting that states:
 - a. The parent has the right to either consent or refuse to consent to the use of restraint or seclusion; and
 - b. If the parent does not provide written consent or a written refusal within 15 business days of the IEP team meeting, the IEP team may implement the proposed use of restraint or seclusion.
 3. If the parent provides written refusal, the IEP team may use the dispute resolution options listed in Education Article, §8-413, Annotated Code of Maryland, to resolve the matter.
- F. A parent may request mediation or a due process hearing if the parent disagrees with the IEP team decision to propose or refuse to initiate or change:
1. The student's IEP; and/or
 2. The student's BIP to use physical restraint or seclusion; or
 3. The student's placement.

VII. Professional Development

- A. Identified staff members will receive training in current professionally acceptable practices and standards regarding:
1. Positive behavior interventions strategies and supports, including methods for identifying and defusing potentially dangerous behavior;
 2. FBA and BIP planning;
 3. Exclusion;
 4. Physical restraint and alternatives to restraint;
 5. Seclusion; ~~and~~
 6. Symptoms of physical distress and positional asphyxia;
 7. Trauma-informed intervention;
 8. First aid and cardiopulmonary resuscitation, and

9. Individualized behavior interventions based on student characteristics, including disability, medical history and past trauma.
- B. The professional development described will include a written examination and physical demonstration of proficiency in the described skills and competencies.

VIII. History

ADOPTED: June 8, 2017
REVIEWED:
MODIFIED: September 5, 2019
REVISED:
EFFECTIVE: September 5, 2019