



OLD

Book	Policy Manual
Section	100 Programs
Title	Discipline of Students With Disabilities
Code	113.1
Status	Active
Adopted	August 12, 2013
Last Revised	November 18, 2020

Purpose

The district shall develop and implement Positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.[1][2][3]

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan.[1][4][5][6][7]

Definitions

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[2]

Suspensions from school - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.[7][8]

Expulsions from school - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.[7][8]

Interim alternative educational settings - removal of a student with a disability from the student's current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.[5][9]

Authority

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of the student's disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.[4][5][9]

Provision of Education During Disciplinary Exclusions

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate public education (FAPE), in accordance with law.[5][8][10]

Suspension From School

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.[4][5][8][9][11]

Changes in Educational Placement/Manifestation Determinations

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of the student's disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors, constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.[4][5]

A student with a disability whose behavior is not a manifestation of the student's disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.[4][5][6][7]

Parent/Guardian Appeals From Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which the student was removed or order the student's removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others.[9][12]

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.[9][13]

Students Not Identified as Disabled/Pending Evaluation

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.[\[9\]](#)[\[14\]](#)

Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:[\[5\]](#)[\[9\]](#)

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length.[\[5\]](#)[\[9\]](#)[\[15\]](#)[\[16\]](#)
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.[\[5\]](#)[\[9\]](#)[\[17\]](#)[\[18\]](#)
3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.[\[5\]](#)[\[9\]](#)[\[19\]](#)

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[\[20\]](#)[\[21\]](#)[\[22\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[6\]](#)[\[9\]](#)[\[16\]](#)[\[18\]](#)[\[21\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)[\[33\]](#)[\[34\]](#)

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies.[\[1\]](#)[\[3\]](#)[\[26\]](#)[\[31\]](#)

When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure

compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[\[9\]](#)[\[21\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[29\]](#)[\[34\]](#)[\[35\]](#)[\[36\]](#)[\[37\]](#)[\[38\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.[\[20\]](#)[\[34\]](#)

Legal

[1. 22 PA Code 14.133](#)

2. Pol. 113

3. Pol. 113.2

[4. 22 PA Code 14.143](#)

[5. 34 CFR 300.530](#)

6. Pol. 218

7. Pol. 233

[8. 22 PA Code 12.6](#)

[9. 20 U.S.C. 1415](#)

[10. 20 U.S.C. 1412](#)

[11. 34 CFR 300.536](#)

[12. 34 CFR 300.532](#)

[13. 34 CFR 300.533](#)

[14. 34 CFR 300.534](#)

[15. 18 U.S.C. 930](#)

16. Pol. 218.1

[17. 21 U.S.C. 812](#)

18. Pol. 227

[19. 18 U.S.C. 1365](#)

[20. 24 P.S. 1303-A](#)

[21. 22 PA Code 10.2](#)

[22. 35 P.S. 780-102](#)

[23. 24 P.S. 1302.1-A](#)

[24. 22 PA Code 10.21](#)

[25. 22 PA Code 10.22](#)

[26. 22 PA Code 10.23](#)

[27. 22 PA Code 10.25](#)

[28. 22 PA Code 14.104](#)

[29. 34 CFR 300.535](#)

30. Pol. 103.1

31. Pol. 113.3

32. Pol. 218.2

33. Pol. 222

34. Pol. 805.1

[35. 20 U.S.C. 1232g](#)

[36. 34 CFR Part 99](#)

37. Pol. 113.4

38. Pol. 216

[24 P.S. 510](#)

[20 U.S.C. 1400 et seq](#)

[34 CFR Part 300](#)



New

Book	Policy Manual
Section	100 Programs
Title	Discipline of Students With Disabilities
Code	113.1 Vol V 2024
Status	From PSBA

Purpose

The district shall develop and implement Positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.[1][2][3]

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan.[1][4][5][6][7]

Definitions

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[2]

Suspensions from school - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.[7][8]

Expulsions from school - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.[7][8]

Interim alternative educational settings - removal of a student with a disability from the student's current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.[5][9]

Authority

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals with Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of the student's disability. However, under

certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.[4][5][9]

Provision of Education During Disciplinary Exclusions

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate public education (FAPE), in accordance with law.[5][8][10]

Suspension From School

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.[4][5][8][9][11]

Changes in Educational Placement/Manifestation Determinations

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of the student's disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors, constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.[4][5]

A student with a disability whose behavior is not a manifestation of the student's disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.[4][5][6][7]

Parent/Guardian Appeals From Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which the student was removed or order the student's removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others.[9][12]

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.[9][13]

Students Not Identified as Disabled/Pending Evaluation

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.[9][14]

Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:[5][9]

1. Carries a weapon to or possesses a weapon at school, on school property or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length.[5][9][15][16]
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property or at school functions under the jurisdiction of the district.[5][9][17][18]
3. Has inflicted serious bodily injury upon another person while at school, on school property or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.[5][9][19]

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco **products**; or conduct that constitutes an offense listed in **the school safety and security provisions of School Code**. [20][21][22]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the **law enforcement agency** that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with **law** enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan. [1][2][3][6][9][16][18][20][21][23][24][25][26][27][28][29][30][31][32][33][34]

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies. [1][3][26][31]

When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records. [9][21][24][25][26][29][34][35][36][37][38]

In accordance with state law, the Superintendent shall annually, by July 31, report to the **PA Department of Education** on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school

property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.[\[20\]](#)[\[23\]](#)[\[34\]](#)

PSBA Revision 9/24 © 2024 PSBA

Legal

- [1. 22 PA Code 14.133](#)
2. Pol. 113
3. Pol. 113.2
- [4. 22 PA Code 14.143](#)
- [5. 34 CFR 300.530](#)
6. Pol. 218
7. Pol. 233
- [8. 22 PA Code 12.6](#)
- [9. 20 U.S.C. 1415](#)
- [10. 20 U.S.C. 1412](#)
- [11. 34 CFR 300.536](#)
- [12. 34 CFR 300.532](#)
- [13. 34 CFR 300.533](#)
- [14. 34 CFR 300.534](#)
- [15. 18 U.S.C. 930](#)
16. Pol. 218.1
- [17. 21 U.S.C. 812](#)
18. Pol. 227
- [19. 18 U.S.C. 1365](#)
- [20. 24 P.S. 1319-B](#)
- [21. 22 PA Code 10.2](#)
- [22. 35 P.S. 780-102](#)
- [23. 24 P.S. 1306.2-B](#)
- [24. 22 PA Code 10.21](#)
- [25. 22 PA Code 10.22](#)
- [26. 22 PA Code 10.23](#)
- [27. 22 PA Code 10.25](#)
- [28. 22 PA Code 14.104](#)
- [29. 34 CFR 300.535](#)
30. Pol. 103.1
31. Pol. 113.3
32. Pol. 218.2
33. Pol. 222
34. Pol. 805.1
- [35. 20 U.S.C. 1232g](#)

[36. 34 CFR Part 99](#)

37. Pol. 113.4

38. Pol. 216

[24 P.S. 510](#)

[20 U.S.C. 1400 et seq](#)

[34 CFR Part 300](#)



OLD

Book	Policy Manual
Section	100 Programs
Title	Behavior Support
Code	113.2
Status	Active
Adopted	April 15, 2013
Last Revised	November 18, 2020

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 directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that 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 a variety of 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]

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise.[1]

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort the student.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort the student safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Seclusion - confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[9]

Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is 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 report 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]

Guidelines

Development of a separate Positive Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.[1][5]

When an intervention is necessary to address problem behavior, the positive techniques and 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]

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[1]

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. Restraints may be included in an IEP with parental consent only if:[1]

1. The restraint is used with specific component elements of a Positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed 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. 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

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1]

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations. [\[12\]](#)
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan. [\[1\]](#) [\[6\]](#) [\[9\]](#) [\[10\]](#) [\[13\]](#) [\[14\]](#) [\[15\]](#) [\[16\]](#) [\[17\]](#) [\[18\]](#) [\[19\]](#) [\[20\]](#) [\[21\]](#) [\[22\]](#) [\[23\]](#) [\[24\]](#) [\[25\]](#) [\[26\]](#) [\[27\]](#)

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the district shall convene the student's IEP team and an updated functional behavioral assessment and Positive Behavior Support Plan shall be required. [\[1\]](#) [\[11\]](#) [\[17\]](#)

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Positive Behavior Support Plan. [\[1\]](#)

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy. [\[1\]](#) [\[17\]](#)

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district. [\[9\]](#) [\[17\]](#) [\[19\]](#) [\[27\]](#)

The district shall invite representatives of each local police department 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.[\[1\]](#)[\[9\]](#)[\[17\]](#)[\[19\]](#)[\[27\]](#)

Legal

[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. Pol. 113

10. Pol. 113.1

11. Pol. 113.3

[12. 22 PA Code 14.143](#)

[13. 24 P.S. 1302.1-A](#)

[14. 22 PA Code 10.2](#)

[15. 22 PA Code 10.21](#)

[16. 22 PA Code 10.22](#)

[17. 22 PA Code 10.23](#)

[18. 22 PA Code 10.25](#)

[19. 22 PA Code 14.104](#)

[20. 34 CFR 300.535](#)

21. Pol. 103.1

22. Pol. 218

23. Pol. 218.1

24. Pol. 218.2

25. Pol. 222

26. Pol. 227

27. Pol. 805.1

[24 P.S. 1303-A](#)

[20 U.S.C. 1400 et seq](#)

[34 CFR Part 300](#)

[Pennsylvania Training and Technical Assistance Network, Question and Answer Compendium, January 2020](#)



New

Book	Policy Manual
Section	100 Programs
Title	Behavior Support
Code	113.2 Vol V 2024
Status	From PSBA

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 directs that the district’s behavior support programs shall be based on positive rather than negative behavior techniques to ensure that 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 a variety of 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]

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise. [1]

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment and become part of the individual student’s IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort the student.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort the student safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses and functional positioning devices.

Seclusion - confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[9]

Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is 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 report 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]

Guidelines

Development of a separate Positive Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.[1][5]

When an intervention is necessary to address problem behavior, the positive techniques and 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]

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan or a change of placement to address the inappropriate behavior.[1]

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. Restraints may be included in an IEP with parental consent only if:[1]

1. The restraint is used with specific component elements of a Positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed 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. 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

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1]

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations. [12]
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the **law enforcement agency** that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with **law enforcement** and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan. [1] [6] [9] [10] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28]

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the district shall convene the student's IEP team and an updated functional behavioral assessment and Positive Behavior Support Plan shall be required. [1] [11] [18]

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Positive Behavior Support Plan. [1]

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy. [1] [18]

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each **law enforcement agency** that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district. [9] [18] [20] [28]

The district shall invite representatives of each **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.[\[1\]](#)[\[9\]](#)[\[18\]](#)[\[20\]](#)[\[28\]](#)

PSBA Revision 9/24 © 2024 PSBA

Legal

- [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. Pol. 113
10. Pol. 113.1
11. Pol. 113.3
- [12. 22 PA Code 14.143](#)
- [13. 24 P.S. 1306.2-B](#)
- [14. 24 P.S. 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. Pol. 103.1
23. Pol. 218
24. Pol. 218.1
25. Pol. 218.2
26. Pol. 222
27. Pol. 227
28. Pol. 805.1
- [20 U.S.C. 1400 et seq](#)
- [34 CFR Part 300](#)
- [Pennsylvania Training and Technical Assistance Network, Question and Answer Compendium, January 2020](#)



OLD

Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202
Status	Active
Adopted	August 12, 2013
Last Revised	February 13, 2023

Purpose

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance. [\[1\]](#)[\[2\]](#)[\[3\]](#)

Authority

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education. [\[4\]](#)[\[5\]](#)

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid. [\[4\]](#)

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy. [\[4\]](#)[\[6\]](#)

Guidelines

Nonresident Children Placed in Resident's Home

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students. [\[7\]](#)[\[8\]](#)

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but the student shall be admitted to district schools, and a charge shall be made for tuition in accordance with law. [\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[8][17]

Prospective Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy may be enrolled at the approval of the Superintendent.[18]

If the student does not become a resident of the district by the end of the period for which attendance is given, the student may be required to register in the district of residency.

Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the school district may be permitted to finish the school year or semester.[18]

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.[4][5]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for the enrollment of nonresident students.

Legal

1. [24 P.S. 501](#)
2. [24 P.S. 502](#)
3. [24 P.S. 503](#)
4. [24 P.S. 1302](#)
5. [22 PA Code 11.19](#)
6. Pol. 906
7. [24 P.S. 1305](#)
8. [24 P.S. 1331.1](#)
9. [24 P.S. 2561](#)
10. [24 P.S. 1306](#)
11. [24 P.S. 1307](#)
12. [24 P.S. 1308](#)
13. [24 P.S. 1309](#)
14. [24 P.S. 1310](#)

15. 24 P.S. 2562

16. 22 PA Code 11.18

17. Pol. 251

18. 24 P.S. 1316

24 P.S. 1301

24 P.S. 1306.2

24 P.S. 2503

22 PA Code 11.41

Pol. 103

Pol. 103.1

Pol. 200

Pol. 607



Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202 Vol V 2024
Status	

New

Purpose

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance.[1][2][3]

Authority

It shall be the policy of the Board not to permit the admission of nonresident students, except as required by law or court order.[4][5][6][7][8][9]

The Board reserves the right to verify claims of residency, dependency and guardianship, and to remove from school attendance a nonresident student whose claim is invalid **and who is not otherwise entitled to enrollment within this district.**[11]

The district may disenroll a student following a determination that the student does not reside in the district and is not otherwise entitled to free school privileges in the district. The district shall provide notice to the parents/guardians or other person having charge or care of the student of the reason(s) for the district's determination to disenroll the student. The district may not disenroll the student until:[11]

- 1. The parents/guardians or any other person having charge or care of the student have been provided an opportunity for a hearing with the Board or a committee of the Board to appeal the decision and the appeal process has been exhausted; or[11][12]**
- 2. The parents/guardians or other person having charge or care of the student, after being notified of the opportunity for a hearing, decline to participate in the hearing or the appeals process.[11]**

Prior to disenrolling a student, the district's liaison for homeless children and youth shall provide the parents/guardians or other person having charge or care of the student with information regarding the educational rights of homeless students.[11][13]

The district shall comply with a court order directing a student to be disenrolled and enrolled in a different school.[11]

Guidelines

Nonresident Children Placed in Resident's Home

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[\[6\]](#)[\[16\]](#)

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but the student shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[\[7\]](#)[\[14\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)

Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[\[5\]](#)[\[13\]](#)[\[16\]](#)

Children of Military Families

Children of military families shall be eligible for enrollment in this district in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.[\[5\]](#)[\[8\]](#)[\[9\]](#)[\[11\]](#)[\[23\]](#)

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.[\[11\]](#)[\[24\]](#)

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education.[\[11\]](#)[\[24\]](#)

Prospective Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy may be enrolled at the sole discretion of the district. [\[10\]](#)

If the student does not become a resident of the district by the end of the period for which free attendance is given, tuition shall be required until residency is established.

Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the district may be permitted to finish the school year, semester, marking period or when the student is completing the senior year and will graduate, at the sole discretion of the district.[\[10\]](#)

NOTES:

Incarcerated Juveniles

Convicted – SC 1306.2, 1318

Charged – SC 1306.2

PSBA Revision 9/24 © 2024 PSBA

Legal

[1. 24 P.S. 501](#)

[2. 24 P.S. 502](#)

[3. 24 P.S. 503](#)

[4. 24 P.S. 1301](#)

5. Pol. 200

[6. 24 P.S. 1305](#)

[7. 24 P.S. 1306](#)

[8. 24 P.S. 1302.1](#)

[9. 24 P.S. 1184](#)

[10. 24 P.S. 1316](#)

[11. 24 P.S. 1302](#)

12. Pol. 906

13. Pol. 251

[14. 24 P.S. 2561](#)

15. Pol. 607

[16. 24 P.S. 1331.1](#)

[17. 24 P.S. 1307](#)

[18. 24 P.S. 1308](#)

[19. 24 P.S. 1309](#)

[20. 24 P.S. 1310](#)

[21. 24 P.S. 2562](#)

[22. 22 PA Code 11.18](#)

23. Pol. 254

[24. 22 PA Code 11.19](#)

[22 PA Code 11.41](#)

[24 P.S. 1306.2](#)

[24 P.S. 2503](#)

[24 P.S. 7302](#)

Pol. 103

Pol. 103.1

Interstate Compact on Educational Opportunity for Military Children (MIC3)



OLD

Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	Active
Adopted	September 20, 2021
Last Revised	November 14, 2022

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[2]

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.[3]

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team.[1]

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

Guidelines

Training

The School Safety and Security Coordinator shall ensure that threat assessment team members are provided individual and/or group training annually on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[3][4]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[5][6][7][8][9]

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][6][10][11][12][13]

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[1][4][14][15][16][17]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][4][14][15][17]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[6][12]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][6]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][14]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][6][18][19]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][20][21]

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[4][15]
2. Bullying/Cyberbullying.[17]
3. Suicide Awareness, Prevention and Response.[14]
4. Hazing.[22]
5. Dating Violence.[23]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to, where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[5][24][25][26][27][28]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[18][19]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[5]
2. A referral to the appropriate law enforcement agency.[6][18][19]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[24][25][28]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[25][26][27][28]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[24]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[29]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[30][31][32][33]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat. [6][34]

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[18][35][36][37]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students 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 police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[18][30][35][36][38][39][40]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[18][36][41]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[7][9][42][43][44][45]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[5][7][9][14][24][25]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:

[1]

1. Student health records.[46][47]
2. Prior school disciplinary records.[7][9][48]
3. Records related to adjudication under applicable law and regulations.[48][49][50][51][52][53]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.

5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.^[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.^{[5][7][8][9][14][17][42][44][48][54]}

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.^{[8][55][56][57][58]}

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:^[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.^{[1][19][59]}

Legal

[1. 24 P.S. 1302-E](#)

[2. 24 P.S. 1301-E](#)

3. Pol. 832

4. Pol. 103

5. Pol. 236

6. Pol. 805

7. Pol. 113.4
8. Pol. 207
9. Pol. 216
- [10. 24 P.S. 1205.2](#)
- [11. 24 P.S. 1205.5](#)
- [12. 24 P.S. 1310-B](#)
13. Pol. 333
14. Pol. 819
15. Pol. 104
16. Pol. 105.1
17. Pol. 249
18. Pol. 805.1
19. Pol. 805.2
- [20. 23 Pa. C.S.A. 6311](#)
21. Pol. 806
22. Pol. 247
23. Pol. 252
24. Pol. 103.1
25. Pol. 113
26. Pol. 113.1
27. Pol. 113.2
28. Pol. 113.3
29. Pol. 146
30. Pol. 218
31. Pol. 218.1
32. Pol. 218.2
33. Pol. 233
34. Pol. 709
- [35. 24 P.S. 1303-A](#)
- [36. 22 PA Code 10.2](#)
- [37. 35 P.S. 780-102](#)
- [38. 24 P.S. 1302.1-A](#)
- [39. 22 PA Code 10.21](#)
- [40. 22 PA Code 10.22](#)
- [41. 22 PA Code 10.25](#)
- [42. 20 U.S.C. 1232g](#)
- [43. 20 U.S.C. 1415](#)
- [44. 34 CFR Part 99](#)
- [45. 34 CFR Part 300](#)
- [46. 24 P.S. 1409](#)

47. Pol. 209

48. Pol. 216.1

[49. 24 P.S. 1304-A](#)

[50. 24 P.S. 1305-A](#)

[51. 24 P.S. 1307-A](#)

[52. 42 Pa. C.S.A. 6341](#)

53. Pol. 218.3

[54. 24 P.S. 1304-D](#)

[55. 22 PA Code 12.12](#)

[56. 42 Pa. C.S.A. 5945](#)

[57. 42 Pa. C.S.A. 8337](#)

[58. 42 CFR Part 2](#)

[59. 24 P.S. 1309-B](#)

[20 U.S.C. 1400 et seq](#)

[35 P.S. 7601 et seq](#)

Pol. 146.1

Pol. 203.1

Pol. 226

[PA Commission on Crime and Delinquency, School Safety and Security Committee
Model K-12 Threat Assessment Procedures and Guidelines](#)



New

Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1 Vol V 2024
Status	

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[2]

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education; and school administration.[1]

Guidelines

Training

The School Safety and Security Coordinator shall ensure that threat assessment team members are provided individual and/or group training annually on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[7][8]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[3][5][9][10][11]

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][5][13][14][15][16]

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians. [1][6][7][17][18][19]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][6][7][17][19]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[5][15]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][5]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][6]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][4][5][20]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][21][22]

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Harassment.[7][17]
2. Bullying/Cyberbullying.[19]
3. Suicide Awareness, Prevention and Response.[6]
4. Hazing.[23]
5. Dating Violence.[24]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[25]

4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team or others.[3][8][26][27][28][29]

The threat assessment team shall establish and implement procedures, in accordance with the district's memorandum of understanding **with each law enforcement agency having jurisdiction over school property**, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[4][20]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[3]
2. A referral to the appropriate law enforcement agency.[4][5][20]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[8][26][29]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[26][27][28][29]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[8]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[30]

7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[31][32][33][34]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat. [5][35]

School Safety and Security Incident Reporting –

For **reporting** purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco **products**; or conduct that constitutes an offense listed in the **school safety and security provisions of School Code**. [20][36][37][38]

When a reported threat also meets the definition of an **incident**, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students 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 **law enforcement agency** that has jurisdiction over the school’s property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with **law enforcement** and Board policies. [20][31][36][37][39][40][41]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the **law enforcement agency** that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian. [20][37][42]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student’s special education and disciplinary records. [9][11][43][44][45][46]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student’s Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student’s Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy. [3][6][8][9][11][26]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:

[1]

1. Student health records.[47][48]
2. Prior school disciplinary records.[9][11][49]
3. Records related to adjudication under applicable law and regulations.[49][50][51][52][53][54]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[3][6][9][10][11][19][43][45][49][55]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[10][56][57][58][59]

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.

7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.^[1][4]

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.^[1][4][60]

PSBA Revision 9/24 © 2024 PSBA

Legal

[1. 24 P.S. 1302-E](#)

[2. 24 P.S. 1301-E](#)

3. Pol. 236

4. Pol. 805.2

5. Pol. 805

6. Pol. 819

7. Pol. 103

8. Pol. 103.1

9. Pol. 113.4

10. Pol. 207

11. Pol. 216

12. Pol. 146.1

[13. 24 P.S. 1205.2](#)

[14. 24 P.S. 1205.5](#)

[15. 24 P.S. 1310-B](#)

16. Pol. 333

17. Pol. 104

18. Pol. 105.1

19. Pol. 249

20. Pol. 805.1

[21. 23 Pa. C.S.A. 6311](#)

22. Pol. 806

23. Pol. 247

24. Pol. 252

25. Pol. 226

26. Pol. 113

27. Pol. 113.1

28. Pol. 113.2

29. Pol. 113.3

- 30. Pol. 146
- 31. Pol. 218
- 32. Pol. 218.1
- 33. Pol. 218.2
- 34. Pol. 233
- 35. Pol. 709
- [36. 24 P.S. 1319-B](#)
- [37. 22 PA Code 10.2](#)
- [38. 35 P.S. 780-102](#)
- [39. 24 P.S. 1306.2-B](#)
- [40. 22 PA Code 10.21](#)
- [41. 22 PA Code 10.22](#)
- [42. 22 PA Code 10.25](#)
- [43. 20 U.S.C. 1232g](#)
- [44. 20 U.S.C. 1415](#)
- [45. 34 CFR Part 99](#)
- [46. 34 CFR Part 300](#)
- [47. 24 P.S. 1409](#)
- 48. Pol. 209
- 49. Pol. 216.1
- [50. 24 P.S. 1304-A](#)
- [51. 24 P.S. 1305-A](#)
- [52. 24 P.S. 1307-A](#)
- [53. 42 Pa. C.S.A. 6341](#)
- 54. Pol. 218.3
- [55. 24 P.S. 1304-D](#)
- [56. 22 PA Code 12.12](#)
- [57. 42 Pa. C.S.A. 5945](#)
- [58. 42 Pa. C.S.A. 8337](#)
- [59. 42 CFR Part 2](#)
- [60. 24 P.S. 1309-B](#)
- [20 U.S.C. 1400 et seq](#)
- [35 P.S. 7601 et seq](#)
- Pol. 203.1

[PA Commission on Crime and Delinquency, School Safety and Security Committee
Model K-12 Threat Assessment Procedures and Guidelines](#)



New

Book	Policy Manual
Section	800 Operations
Title	School Security Personnel
Code	805.2 Vol V 2024
Status	

Authority

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of district students, staff, visitors and facilities.

The district shall employ or contract for at least one (1) full-time school security personnel who has completed the training required by law and this Board policy to be on duty during the school day.[1]

The district shall certify to the state School Safety and Security Committee annually that it has met the requirements for school security personnel or has received a waiver, in accordance with applicable law.[1]

Definitions

School security personnel - school police officers, school resource officers and school security guards.[2]

Independent contractor - an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services.[2]

School day - the hours between the morning opening of a school building and the afternoon dismissal of students on a day which classes are in session.[1]

Third-party vendor - a company or entity approved by the PA Commission on Crime and Delinquency that provides school security services in accordance with law.[2]

Delegation of Responsibility

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school administrator to serve as the School Safety and Security Coordinator within thirty (30) days of the vacancy and shall notify the Board regarding the appointment.[3]

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment.[\[3\]](#)

The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following:[\[3\]](#)

1. Oversee all School Resource Officers (SROs) and school security guards.
2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.
3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance use awareness, emergency procedures and training drills, and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)
4. Coordinate a tour of the district's buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the district to discuss and coordinate school safety and security matters.
5. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.
6. Serve on the district's threat assessment team(s) and participate in required training and the threat assessment process.[\[7\]](#)[\[14\]](#)
7. Coordinate School Safety and Security Assessments, School Safety and Security grant requirements and respond to School Safety and Security surveys, as applicable.[\[11\]](#)[\[15\]](#)

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and Security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, but shall count toward professional education credit, where applicable.[\[3\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)

By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the district's current safety and security practices, and identify strategies to improve school safety and security.[\[3\]](#)[\[19\]](#)

The Board directs the School Safety and Security Coordinator to include the following information in the annual report:

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team(s), the total number of threats assessed in the past year and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy.[\[7\]](#)[\[14\]](#)
2. **The number and type(s) of school security personnel contracted or employed by the district, including:**[\[3\]](#)

- a. **The number of school security personnel that are armed, listed by type(s) of personnel.**
 - b. **The school building at which each school security personnel is assigned, listed by type(s) of personnel.**
 - c. **The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.**
 - d. **A listing of other individuals utilized by the district for school safety-related duties.**
3. Reports of required emergency preparedness, fire, bus evacuation and school security drills.[11]
 4. Information on required school safety and security training and resources provided to students and staff.[11]
 5. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.
 6. School safety and security incident reports for the previous year(s) and/or data collected to date for the current year.[21]
 7. Updates regarding the district's memorandum of understanding with law enforcement agencies. [21]
 8. Updates to laws, regulations and /or Board policies related to school safety and security.
 9. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.
 10. Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report, **including the required information on threat assessment and school security personnel**, shall be submitted to the state's School Safety and Security Committee.[3]

The Superintendent or designee shall implement job descriptions and procedures to address the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided in an agreement with a law enforcement agency for the stationing of a School Resource Officer or in a contract with an independent contractor or third-party vendor approved by the Board.

Guidelines

School Resource Officers (SROs)

The district shall establish an agreement with Dallas Township Police Department, in accordance with the provisions of law, for the assignment of a School Resource Officer(s) to specified district schools.[2][45]

School Resource Officer (SRO) - a law enforcement officer commissioned and employed by a law enforcement agency whose duty station is located in the district and whose stationing is established by an agreement between the law enforcement agency and the district. The term includes an active certified sheriff or deputy sheriff whose stationing in the district is established by a written agreement between the county, the sheriff's office and the district.[2]

The agreement shall address the powers and duties conferred on SROs, which shall include but not be limited to:[46]

1. Assist in identification of physical changes in the environment which may reduce crime in or around a school.
2. Assist in developing Board policy, administrative regulations or procedures which address crime, and recommending procedural changes.
3. Develop and educate students in crime prevention and safety.
4. Train students in conflict resolution, restorative justice and crime awareness.
5. Address crime and violence issues, gangs and drug activities affecting or occurring in or around a school.
6. Develop or expand community justice initiatives for students.
7. Other duties as agreed upon between the district and municipal agency.

Prior to assignment in the district, the district shall confirm that the law enforcement agency has completed a law enforcement agency background investigation and received the SRO's separation record, when required, in compliance with applicable law and regulations. The district shall coordinate with the law enforcement agency in making required reports regarding hiring and separation, and maintaining all required records, in accordance with applicable law and regulations.[32][36]

SROs shall successfully complete required training, in accordance with law.[46]

School Security Guards

The district shall **employ and/or contract for** one or more school security guards, in accordance with the provisions of law.[2][25][26][47]

School security guard - an individual employed by the district or a third-party vendor or an independent contractor who is assigned to a school for routine safety and security duties, and has not been granted powers by the court to issue citations, detain individuals or exercise the same powers as exercised by police of the municipality in which the school property is located, in accordance with law. An independent contractor or individual employed by a third-party vendor contracted with the district shall meet the requirements of contracted services personnel, in accordance with Board policy and the provisions of applicable law.[2][24][26][47]

Background Checks –

Prior to receiving an offer of employment, all school security guards shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school security guards employed by the district and Board policy 818 for school security guards employed by an independent contractor or third-party vendor.[25][26][27][28][29][30]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school security guards employed by the district and shall review a background investigation conducted for all school security guards employed by an independent contractor or third-party vendor.[\[31\]](#)[\[32\]](#)

Following an offer of employment, the district shall request the separation record for a school security guard employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[\[33\]](#)[\[34\]](#)

Requirements -

School security guards shall provide the following services, as directed by the district:[\[47\]](#)

1. School safety support services.
2. Enhanced campus supervision.
3. Assistance with disruptive students.
4. Monitoring visitors on campus.[\[48\]](#)
5. Coordination with law enforcement officials, including SROs.
6. Security functions which improve and maintain school safety.

School security guards shall successfully complete required training, in accordance with law, and applicable staff training in accordance with Board policy.[\[47\]](#)

School security guards authorized to carry a firearm shall maintain an appropriate license and successfully complete required firearm training in accordance with law.[\[47\]](#)

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[\[32\]](#)
[\[36\]](#)

Other Agreements

The district shall enter into a cooperative police service agreement(s) with a municipality(ies), in accordance with the provisions of law.[\[45\]](#)[\[49\]](#)[\[50\]](#)[\[51\]](#)

PSBA Revision 9/24 © 2024 PSBA

Legal	1. 24 P.S. 1316-C
	2. 24 P.S. 1301-C
	4. Pol. 146.1
	5. Pol. 227
	6. Pol. 236
	7. Pol. 236.1
	3. 24 P.S. 1309-B
	8. Pol. 249
	9. Pol. 333

10. Pol. 351
11. Pol. 805
12. Pol. 819
- [13. 24 P.S. 1310-B](#)
- [14. 24 P.S. 1302-E](#)
- [15. 24 P.S. 1305-B](#)
- [16. 24 P.S. 1316-B](#)
- [17. 24 P.S. 1205.1](#)
- [18. 24 P.S. 1205.5](#)
19. Pol. 006
20. Pol. 235.1
21. Pol. 805.1
- [22. 24 P.S. 1302-C](#)
- [23. 24 P.S. 1310-C](#)
- [24. 24 P.S. 1311-C](#)
25. Pol. 304
26. Pol. 818
- [27. 24 P.S. 111](#)
- [28. 24 P.S. 111.1](#)
- [29. 23 Pa. C.S.A. 6344](#)
- [30. 23 Pa. C.S.A. 6344.3](#)
- [31. 37 PA Code 241.5](#)
- [32. 44 Pa. C.S.A. 7301 et seq](#)
- [33. 37 PA Code 241.6](#)
- [34. 44 Pa. C.S.A. 7310](#)
- [35. 24 P.S. 1303-C](#)
- [36. 37 PA Code 241.1 et seq](#)
- [37. 24 P.S. 1304-C](#)
- [38. 24 P.S. 1305-C](#)
- [39. 22 PA Code 10.23](#)
- [40. 22 PA Code 14.104](#)
- [41. 22 PA Code 14.133](#)
42. Pol. 113.2
- [43. 24 P.S. 1306-C](#)
- [44. 24 P.S. 1307-C](#)
45. Pol. 909
- [46. 24 P.S. 1313-C](#)
- [47. 24 P.S. 1314-C](#)
48. Pol. 907
- [49. 24 P.S. 1309-C](#)

[50, 42 Pa. C.S.A. 8953](#)

[51, 53 Pa. C.S.A. 2303](#)

[24 P.S. 1306.2-B](#)

[24 P.S. 1319-B](#)

[53 Pa. C.S.A. 2301 et seq](#)

Pol. 705

Pol. 709