
By: **Delegates Campbell and Benson**
Introduced and read first time: February 1, 2002
Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Education - Schools and Other Educational Programs - Student Behavior**
3 **Intervention**

4 FOR the purpose of establishing certain standards and procedures relating to
5 behavior intervention for certain students; defining certain terms; regulating
6 certain behavior intervention practices with respect to certain students;
7 prohibiting certain behavior intervention and disciplinary practices in certain
8 schools and educational programs; requiring the Maryland State Department of
9 Education to adopt certain regulations; requiring local school systems and
10 certain other institutions that receive certain State funding to comply with
11 certain requirements and practices related to student behavior intervention;
12 requiring the State Superintendent of Schools to consult with certain persons
13 regarding certain training requirements for teachers; and generally relating to
14 behavior intervention practices for students in certain schools and other
15 educational programs.

16 BY adding to
17 Article - Education
18 Section 7-1101 through 7-1110 to be under the new subtitle "Subtitle 11.
19 Student Behavior Intervention"
20 Annotated Code of Maryland
21 (2001 Replacement Volume)

22 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
23 MARYLAND, That the Laws of Maryland read as follows:

24 **Article - Education**

25 SUBTITLE 11. STUDENT BEHAVIOR INTERVENTION.

26 7-1101.

27 (A) IN THIS SUBTITLE THE FOLLOWING TERMS HAVE THE MEANINGS
28 INDICATED.

1 (B) "BEHAVIOR INTERVENTION PLAN" MEANS A PROACTIVE PLAN DESIGNED
2 TO ADDRESS PROBLEM BEHAVIOR EXHIBITED BY A STUDENT IN THE EDUCATIONAL
3 SETTING THROUGH THE USE OF POSITIVE BEHAVIORAL INTERVENTIONS,
4 STRATEGIES, AND SUPPORTS.

5 (C) "EXCLUSIONARY TIME OUT" MEANS THE CIRCUMSTANCE IN WHICH A
6 STUDENT IS REMOVED TO A DESIGNATED TIME-OUT ROOM OR OTHER AREA FOR A
7 FIXED PERIOD NOT TO EXCEED 30 MINUTES.

8 (D) "FUNCTIONAL BEHAVIOR ASSESSMENT" MEANS THE SYSTEMATIC
9 PROCESS OF:

10 (1) DESCRIBING PROBLEMATIC BEHAVIOR EXHIBITED IN THE
11 EDUCATIONAL SETTING, INCLUDING IDENTIFICATION OF ENVIRONMENTAL AND
12 OTHER FACTORS AND SETTINGS THAT CONTRIBUTE TO OR PREDICT:

13 (I) THE OCCURRENCE OR NONOCCURRENCE OF THE BEHAVIOR;
14 AND

15 (II) THE MAINTENANCE OF THE BEHAVIORS OVER TIME; AND

16 (2) USING THE INFORMATION GATHERED TO GUIDE THE DEVELOPMENT
17 OF AN EFFECTIVE AND EFFICIENT BEHAVIOR INTERVENTION PLAN.

18 (E) "INVOLUNTARY TIME OUT" MEANS THAT, CONTINGENT ON MISBEHAVIOR
19 AND FOR A FIXED PERIOD OF TIME, A STUDENT IS SEPARATED FROM THE STUDENT'S
20 PEERS.

21 (F) (1) "MECHANICAL RESTRAINT" MEANS THE USE OF ANY DEVICE OR
22 MATERIAL ATTACHED OR ADJACENT TO THE STUDENT'S BODY THAT RESTRICTS
23 FREEDOM OF MOVEMENT OR NORMAL ACCESS TO ANY PORTION OF THE STUDENT'S
24 BODY AND THAT THE STUDENT CANNOT EASILY REMOVE.

25 (2) "MECHANICAL RESTRAINT" DOES NOT INCLUDE A PROTECTIVE OR
26 STABILIZING DEVICE ORDERED BY A PHYSICIAN WHEN IT IS USED AS PRESCRIBED.

27 (G) (1) "NONEXCLUSIONARY TIME OUT" MEANS THE CIRCUMSTANCE IN
28 WHICH A STUDENT IS NOT REMOVED FROM THE CLASSROOM SETTING, BUT RATHER
29 IS DENIED ACCESS TO CLASSROOM PARTICIPATION.

30 (2) "NONEXCLUSIONARY TIME OUT" INCLUDES THE CIRCUMSTANCE IN
31 WHICH A STUDENT IS MOVED TO THE EDGE OF AN ACTIVITY WHEREBY THE
32 STUDENT DOES NOT PARTICIPATE IN THE ACTIVITY BUT MAY STILL OBSERVE OTHER
33 STUDENTS' BEHAVIOR AND PARTICIPATION IN THE ACTIVITY.

34 (H) (1) "PHYSICAL RESTRAINT" MEANS THE USE OF PHYSICAL FORCE,
35 WITHOUT THE USE OF ANY DEVICE OR MATERIAL, TO RESTRICT THE FREE
36 MOVEMENT OF ALL OR A PORTION OF A STUDENT'S BODY.

37 (2) "PHYSICAL RESTRAINT" DOES NOT INCLUDE:

1 (I) BRIEFLY HOLDING A STUDENT IN ORDER TO CALM OR
2 COMFORT THE STUDENT;

3 (II) HOLDING A STUDENT'S HAND TO ESCORT THE STUDENT
4 SAFELY FROM ONE AREA TO ANOTHER; OR

5 (III) MOVING A DISRUPTIVE STUDENT WHO IS UNWILLING TO
6 LEAVE THE AREA WHEN OTHER METHODS SUCH AS COUNSELING HAVE BEEN
7 UNSUCCESSFUL.

8 (I) "SECLUSION" MEANS THE CONFINEMENT OF A STUDENT IN A LOCKED
9 ROOM, CLOSET, BOX, OR OTHER SPACE FROM WHICH THE STUDENT IS PHYSICALLY
10 PREVENTED FROM LEAVING.

11 (J) "TIME-OUT ROOM OR OTHER AREA" MEANS A SPACE THAT ENCOMPASSES
12 AT LEAST 40 SQUARE FEET OF FLOOR SPACE AND THAT IS:

13 (1) LIGHTED;

14 (2) VENTILATED;

15 (3) UNLOCKED; AND

16 (4) FREE OF OBJECTS AND FIXTURES WITH WHICH A STUDENT COULD
17 SELF-INFLICT BODILY HARM.

18 (K) "VOLUNTARY TIME OUT" MEANS THAT A STUDENT IS ALLOWED TO GO TO A
19 DESIGNATED AREA FOR THE PURPOSE OF PROVIDING THE STUDENT WITH AN
20 OPPORTUNITY TO REGAIN SELF-CONTROL OR TO AVERT A LOSS OF SELF-CONTROL.

21 7-1102.

22 (A) A PERSON MAY NOT USE SECLUSION IN ANY:

23 (1) PUBLIC SCHOOL;

24 (2) STATE OPERATED PROGRAM; OR

25 (3) NONPUBLIC SCHOOL NOT CERTIFIED BY THE JOINT COMMISSION
26 FOR THE ACCREDITATION OF HEALTH CARE ORGANIZATIONS THAT RECEIVES FUNDS
27 FROM THE DEPARTMENT FOR THE PURPOSE OF EDUCATING STUDENTS.

28 (B) A PERSON MAY USE SECLUSION IN A RESIDENTIAL TREATMENT FACILITY
29 OR A NONPUBLIC SCHOOL THAT IS CERTIFIED BY THE JOINT COMMISSION FOR THE
30 ACCREDITATION OF HEALTH CARE ORGANIZATIONS IN ACCORDANCE WITH THE
31 REQUIREMENTS OF THE JOINT COMMISSION FOR THE ACCREDITATION OF HEALTH
32 CARE ORGANIZATIONS.

1 7-1103.

2 A PERSON MAY NOT USE MECHANICAL RESTRAINT IN ANY:

3 (1) PUBLIC SCHOOL;

4 (2) STATE OPERATED PROGRAM; OR

5 (3) NONPUBLIC SCHOOL THAT RECEIVES FUNDS FROM THE
6 DEPARTMENT FOR THE PURPOSE OF EDUCATING STUDENTS.

7 7-1104.

8 (A) EXCEPT AS OTHERWISE PROVIDED IN THIS SECTION, A PERSON MAY NOT
9 USE PHYSICAL RESTRAINT IN ANY:

10 (1) PUBLIC SCHOOL;

11 (2) STATE OPERATED PROGRAM; OR

12 (3) NONPUBLIC SCHOOL THAT RECEIVES FUNDING FROM THE
13 DEPARTMENT FOR THE PURPOSE OF EDUCATING STUDENTS.

14 (B) A PERSON MAY USE PHYSICAL RESTRAINT FOR A STUDENT IF:

15 (1) THE STUDENT POSES AN IMMEDIATE PHYSICAL RISK TO THE
16 STUDENT OR TO ANOTHER PERSON;

17 (2) THERE IS NO KNOWN MEDICAL CONTRAINDICATION TO ITS USE;

18 (3) THE STAFF APPLYING PHYSICAL RESTRAINT HAS BEEN TRAINED IN
19 ITS SAFE APPLICATION AND HAS DEMONSTRATED SATISFACTORY KNOWLEDGE AND
20 SAFE APPLICATION OF THE USE OF PHYSICAL RESTRAINT; AND

21 (4) LESS INTRUSIVE ALTERNATIVES FOR THE STUDENT HAVE FAILED
22 OR HAVE BEEN DEEMED INAPPROPRIATE.

23 (C) (1) A PERSON MAY USE PHYSICAL RESTRAINT AS PART OF A FREE AND
24 APPROPRIATE PUBLIC EDUCATION FOR A STUDENT WHO RECEIVES SPECIAL
25 EDUCATION, AND WHOSE BEHAVIOR IMPEDES THE STUDENT'S ABILITY TO LEARN,
26 ONLY IF INDIVIDUALLY DESIGNED POSITIVE BEHAVIOR INTERVENTION STRATEGIES
27 AND SUPPORTS ALONE ARE NOT EFFECTIVE IN PREVENTING BEHAVIOR THAT IS
28 HARMFUL TO THE STUDENT OR TO ANOTHER PERSON.

29 (2) (I) IF THE INDIVIDUALIZED EDUCATION PLAN TEAM RESPONSIBLE
30 FOR DESIGNING A STUDENT'S INDIVIDUALIZED EDUCATION PLAN REASONABLY
31 ANTICIPATES THAT PHYSICAL RESTRAINT OF THE STUDENT WILL BE NECESSARY,
32 THE TEAM SHALL:

33 1. MAKE AN INDIVIDUALIZED DETERMINATION REGARDING
34 THE TYPE OF PHYSICAL RESTRAINT TO BE USED; AND

1 2. INCLUDE THE USE OF THE PHYSICAL RESTRAINT IN THE
2 STUDENT'S INDIVIDUALIZED EDUCATION PLAN.

3 (II) BEFORE MAKING A DETERMINATION UNDER SUBPARAGRAPH
4 (I)1 OF THIS PARAGRAPH, THE TEAM SHALL TAKE INTO ACCOUNT THE STUDENT'S:

- 5 1. MEDICAL HISTORY;
- 6 2. DISABILITY CHARACTERISTICS; AND
- 7 3. PSYCHOSOCIAL HISTORY TO THE EXTENT KNOWN.

8 (D) (1) IF PHYSICAL RESTRAINT IS NOT INCLUDED ON A STUDENT'S
9 INDIVIDUALIZED EDUCATION PLAN AND THE STUDENT REQUIRES PHYSICAL
10 RESTRAINT, THE INDIVIDUALIZED EDUCATION PLAN TEAM SHALL CONVENE AS
11 SOON AS PRACTICABLE AFTER THE INCIDENT THAT GIVES RISE TO PHYSICAL
12 RESTRAINT TO CONSIDER THE NEED FOR INCLUSION OF PHYSICAL RESTRAINT ON
13 THE STUDENT'S INDIVIDUALIZED EDUCATION PLAN.

14 (2) (I) IN MAKING A DETERMINATION UNDER PARAGRAPH (1) OF THIS
15 SUBSECTION, THE INDIVIDUALIZED EDUCATION PLAN TEAM SHALL TAKE INTO
16 ACCOUNT THE STUDENT'S:

- 17 1. BEHAVIORAL HISTORY;
- 18 2. PREVIOUS RESPONSE TO POSITIVE BEHAVIOR
19 INTERVENTION STRATEGIES AND SUPPORTS;
- 20 3. LIKELIHOOD OF NEED FOR PHYSICAL RESTRAINT DURING
21 THE REMAINDER OF THE DURATION OF THE STUDENT'S INDIVIDUALIZED
22 EDUCATION PLAN;
- 23 4. MEDICAL HISTORY;
- 24 5. DISABILITY CHARACTERISTICS; AND
- 25 6. PSYCHOSOCIAL HISTORY TO THE EXTENT KNOWN.

26 (E) IF PHYSICAL RESTRAINT IS INCLUDED ON A STUDENT'S INDIVIDUALIZED
27 EDUCATION PLAN AND IS USED MORE THAN FOUR TIMES IN ONE MONTH, THE
28 INDIVIDUALIZED EDUCATION PLAN TEAM SHALL:

29 (1) MEET TO RECOMMEND A NEW FUNCTIONAL BEHAVIOR ASSESSMENT
30 AND MAKE REVISIONS TO THE STUDENT'S BEHAVIOR INTERVENTION PLAN; AND

31 (2) REVIEW THE STUDENT'S INDIVIDUAL EDUCATION PLAN AND
32 PLACEMENT.

33 (F) (1) WHENEVER PHYSICAL RESTRAINT IS USED, SCHOOL PERSONNEL
34 SHALL FULLY DOCUMENT THE INCIDENT, INCLUDING:

- 1 (I) THE EVENTS LEADING UP TO THE INCIDENT;
- 2 (II) THE TYPE OF PHYSICAL RESTRAINT USED;
- 3 (III) THE STARTING AND STOPPING TIME OF THE PHYSICAL
4 RESTRAINT; AND
- 5 (IV) THE STAFF INVOLVED.
- 6 (2) (I) THE PARENTS OR GUARDIAN OF THE STUDENT SHALL BE
7 NOTIFIED WHENEVER PHYSICAL RESTRAINT IS USED.
- 8 (II) THE NOTICE REQUIRED UNDER SUBPARAGRAPH (I) OF THIS
9 PARAGRAPH SHALL:
- 10 1. INCLUDE THE ATTEMPTED TELEPHONE CONTACT ON THE
11 DAY OF THE PHYSICAL RESTRAINT; AND
- 12 2. BE PROVIDED WITHIN 3 BUSINESS DAYS OF THE DATE
13 THE STUDENT IS SUBJECT TO PHYSICAL RESTRAINT.
- 14 (G) A STUDENT WHO NO LONGER POSES AN IMMEDIATE PHYSICAL RISK TO
15 THE STUDENT OR TO ANOTHER PERSON SHALL BE RELEASED FROM PHYSICAL
16 RESTRAINT.
- 17 (H) A PERSON MAY NOT USE PHYSICAL RESTRAINT AS A MEANS OF
18 DISCIPLINE.
- 19 7-1105.
- 20 (A) (1) SUBJECT TO THE REQUIREMENTS OF THIS SECTION, A PERSON MAY
21 USE INVOLUNTARY TIME OUT AS A BEHAVIOR INTERVENTION TECHNIQUE IN ANY:
- 22 (I) PUBLIC SCHOOL;
- 23 (II) STATE OPERATED PROGRAM; OR
- 24 (III) NONPUBLIC SCHOOLS THAT RECEIVE FUNDING FROM THE
25 DEPARTMENT FOR THE PURPOSE OF EDUCATING STUDENTS.
- 26 (2) IF THE USE OF INVOLUNTARY TIME OUT WITH A STUDENT DOES NOT
27 DECREASE DURING AN ACADEMIC QUARTER, THE FOLLOWING ACTIONS SHALL BE
28 TAKEN:
- 29 (I) FOR A STUDENT RECEIVING SPECIAL EDUCATION SERVICES
30 WHO HAS A BEHAVIOR INTERVENTION PLAN, AN INDIVIDUALIZED EDUCATION PLAN
31 TEAM MEETING SHALL BE CONVENED WITHIN 10 DAYS OF THE END OF THE
32 ACADEMIC QUARTER, UNLESS THE PARENT OR GUARDIAN OF THE STUDENT
33 REQUESTS A MEETING AT A LATER DATE, FOR THE PURPOSE OF:

1 1. REVIEWING THE STUDENT'S BEHAVIOR INTERVENTION
2 PLAN; AND

3 2. MAKING APPROPRIATE REVISIONS AS NECESSARY TO
4 ENSURE THAT INVOLUNTARY TIME OUT IS NOT USED AS AN ALTERNATIVE TO MORE
5 EFFECTIVE BEHAVIOR INTERVENTION TECHNIQUES AND TO ENSURE THAT THE
6 STUDENT DOES NOT MISS INSTRUCTIONAL TIME DUE TO EXCESSIVE PLACEMENT IN
7 INVOLUNTARY TIME OUT;

8 (II) FOR A STUDENT RECEIVING SPECIAL EDUCATION SERVICES
9 WHO DOES NOT HAVE A BEHAVIOR INTERVENTION PLAN, AN INDIVIDUALIZED
10 EDUCATION PLAN TEAM MEETING SHALL BE CONVENED WITHIN 10 DAYS OF THE
11 END OF THE ACADEMIC QUARTER, UNLESS THE PARENT OR GUARDIAN OF THE
12 STUDENT REQUESTS A LATER MEETING DATE, FOR THE PURPOSE OF
13 RECOMMENDING A FUNCTIONAL BEHAVIORAL ASSESSMENT, TO BE CONDUCTED ON
14 AN EXPEDITED BASIS AND WITH AN EXPEDITED REVIEW AND DEVELOPMENT OF AN
15 APPROPRIATE BEHAVIOR INTERVENTION PLAN; AND

16 (III) FOR A STUDENT WHO DOES NOT RECEIVE SPECIAL EDUCATION
17 SERVICES, AN IMMEDIATE REFERRAL FOR SPECIAL EDUCATION SHALL BE MADE TO
18 DETERMINE IF THE STUDENT HAS A DISABILITY THAT MAY WARRANT THE
19 PROVISION OF SPECIAL EDUCATION SERVICES.

20 (B) FOR A STUDENT IN SPECIAL EDUCATION FOR WHOM INVOLUNTARY TIME
21 OUT IS AN ESTABLISHED COMPONENT OF A BEHAVIOR INTERVENTION PLAN, THE
22 USE OF INVOLUNTARY TIME OUT SHALL BE SPECIFIED ON THE STUDENT'S
23 INDIVIDUALIZED EDUCATION PLAN.

24 (C) (1) SCHOOL STAFF SHALL DOCUMENT EACH TIME A STUDENT IS
25 SUBJECT TO INVOLUNTARY TIME OUT AND THE STARTING AND ENDING TIMES FOR
26 THE INVOLUNTARY TIME OUT.

27 (2) THE DOCUMENTATION REQUIRED UNDER PARAGRAPH (1) OF THIS
28 SUBSECTION SHALL BE PROVIDED TO THE STUDENT'S PARENT OR GUARDIAN:

29 (I) ALONG WITH THE PERIODIC STUDENT PROGRESS REPORTS
30 MANDATED BY LAW; AND

31 (II) UPON REQUEST OF THE PARENT OR GUARDIAN AT ANY TIME,
32 WITH REASONABLE NOTICE.

33 (D) A PERSON MAY NOT SUBJECT A STUDENT TO INVOLUNTARY TIME OUT AS
34 A MEANS OF DISCIPLINE.

35 7-1106.

36 (A) A STAFF MEMBER OF THE SCHOOL OR PROGRAM THAT THE STUDENT
37 ATTENDS SHALL MONITOR A STUDENT VISUALLY AND AUDITORILY, ON A
38 CONTINUOUS BASIS, WHILE THE STUDENT IS IN THE TIME-OUT ROOM OR AREA.

1 (B) A STUDENT PLACED IN A TIME-OUT ROOM OR AREA SHALL BE PROVIDED
2 WITH CLEAR INSTRUCTIONS ABOUT THE REQUIREMENTS THAT THE STUDENT MUST
3 SATISFY IN ORDER TO BE REINTEGRATED INTO THE CLASSROOM.

4 7-1107.

5 (A) VOLUNTARY TIME OUT MAY BE REQUESTED BY:

6 (1) SCHOOL STAFF; OR

7 (2) THE STUDENT.

8 (B) A PERSON MAY NOT USE PHYSICAL FORCE TO PREVENT A STUDENT
9 SUBJECT TO VOLUNTARY TIME OUT FROM LEAVING THE DESIGNATED TIME-OUT
10 ROOM OR AREA UNLESS TRAINED SCHOOL STAFF DETERMINES THAT THE STUDENT
11 REQUIRES AN INVOLUNTARY TIME OUT.

12 7-1108.

13 (A) THE DEPARTMENT SHALL ADOPT REGULATIONS TO IMPLEMENT THIS
14 SUBTITLE.

15 (B) THE REGULATIONS SHALL BE DEVELOPED WITH INPUT AND ADVICE
16 FROM:

17 (1) PARENTS OF STUDENTS WITH DISABILITIES;

18 (2) OTHER PARENTS;

19 (3) TEACHERS;

20 (4) ADMINISTRATORS;

21 (5) ADVOCATES FOR PERSONS WITH DISABILITIES;

22 (6) OTHER ADVOCACY ORGANIZATIONS; AND

23 (7) INDIVIDUALS WITH KNOWLEDGE OR EXPERTISE IN THE
24 DEVELOPMENT AND IMPLEMENTATION OF BEHAVIORAL INTERVENTIONS FOR
25 STUDENTS WITH CHALLENGING BEHAVIORS.

26 (C) THE REGULATIONS SHALL INCLUDE REQUIREMENTS REGARDING:

27 (1) THE USE OF PHYSICAL RESTRAINT AND VOLUNTARY TIME OUT OR
28 INVOLUNTARY TIME OUT, INCLUDING THE TYPES OF PERMISSIBLE PHYSICAL
29 HOLDS, SIZE AND CHARACTERISTICS OF A TIME-OUT ROOM OR OTHER AREA, AND
30 AMOUNT OF TIME AND EXAMPLES OF CIRCUMSTANCES UNDER WHICH STUDENTS
31 MAY BE PLACED IN INVOLUNTARY TIME OUT AND VOLUNTARY TIME OUT;

32 (2) APPROPRIATE BEHAVIORAL INTERVENTIONS, INCLUDING BUT NOT
33 LIMITED TO CRISIS INTERVENTION AND PREVENTION TECHNIQUES;

1 (3) DEFINITIONS OF "POSITIVE BEHAVIORAL SUPPORTS" AND
2 "BEHAVIOR INTERVENTION PLAN";

3 (4) HOW TO DOCUMENT PROPERLY THE NEED FOR AND USE OF
4 BEHAVIORAL INTERVENTIONS WITH STUDENTS;

5 (5) TRAINING REQUIREMENTS FOR SCHOOL STAFF REGARDING
6 BEHAVIORAL INTERVENTIONS; AND

7 (6) MINIMUM REQUIREMENTS FOR POLICIES AND PROCEDURES TO BE
8 DEVELOPED BY LOCAL SCHOOL SYSTEMS, STATE OPERATED PROGRAMS, AND
9 NONPUBLIC SCHOOLS RECEIVING FUNDING FROM THE DEPARTMENT TO PROVIDE
10 EDUCATIONAL SERVICES TO STUDENTS.

11 7-1109.

12 EACH LOCAL SCHOOL SYSTEM, STATE OPERATED PROGRAM, AND NONPUBLIC
13 SCHOOL RECEIVING FUNDING FROM THE DEPARTMENT TO PROVIDE EDUCATIONAL
14 SERVICES TO STUDENTS SHALL DEVELOP POLICIES AND PROCEDURES IN
15 COMPLIANCE WITH THIS SUBTITLE AND THE REGULATIONS ADOPTED BY THE
16 DEPARTMENT.

17 7-1110.

18 THE STATE SUPERINTENDENT SHALL CONSULT WITH REPRESENTATIVES OF
19 INSTITUTIONS OF HIGHER EDUCATION AND THE PROFESSIONAL STANDARDS AND
20 TEACHER EDUCATION BOARD UNDER TITLE 6, SUBTITLE 7 OF THIS ARTICLE WITH
21 RESPECT TO THE TRAINING REQUIREMENTS FOR TEACHERS TO ENSURE THAT
22 SUFFICIENT TRAINING IS AVAILABLE REGARDING POSITIVE BEHAVIORAL
23 INTERVENTIONS AND STRATEGIES CONSISTENT WITH PROFESSIONALLY ACCEPTED
24 PRACTICES AND STANDARDS FOR PERSONS ENTERING THE FIELD OF EDUCATION.

25 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
26 October 1, 2002.