

**I. General Policy**

The District is committed to providing all students with disabilities a learning environment that is conducive to their academic, social and emotional growth. However, District staff will intervene as necessary with students whose behavior is not consistent with this goal.

Intervention may occur when a student's behavior (1) endangers the health and safety of the student or others, (2) has resulted in, or has the potential of resulting in, property loss or damage, (3) interferes with the school's educational purpose (e.g., non-compliance with the programs, rules and regulations), or (4) otherwise represents a disruption of the educational process.

When behavior interventions are used, they will be used only in consideration of the student's physical freedom and social interaction. They will be administered in a manner that respects human dignity and personal privacy and that ensures a student's placement in the least restrictive educational environment.

It is the belief and policy of the District that the use of nonaversive or positive interventions – designed to develop and strengthen desirable behavior – is the most effective way to develop and strengthen adaptive student behaviors. Such nonaversive or positive interventions are preferable to aversive and more restrictive procedures, and will be used to the maximum extent possible. In accordance with this policy, positive interventions will be given the highest priority and will always accompany the use of more restrictive procedures.

**II. Behavioral Interventions Advisory Committee**

A Behavior Interventions Advisory Committee will be established and maintained by the District. The Superintendent will have the authority and responsibility for appointing, removing and replacing committee members, who may include the Superintendent or his/her designee, administrative personnel, parents of students with disabilities, teachers who have training in the use of behavioral interventions, school psychologists, school social workers, behavioral intervention consultants or other interested members of the public.

The Advisory Committee will have the following duties and responsibilities:

- 1) Develop and review policies and procedures on the use of behavioral interventions for students with disabilities who require behavioral intervention.
- 2) Advise the Superintendent or his/her designee regarding effective behavior programming and issues related to the use of behavioral interventions, including restrictive interventions.
- 3) Advise the Superintendent or his/her designee regarding staff development in the area of behavior interventions.

**III. General Guidelines for Use of Behavioral Interventions**

For the purposes of this policy, the District uses the intervention categories set forth by the Illinois Behavioral Implementation Guidelines: nonrestrictive, restrictive, highly restrictive, and prohibited interventions. A specific listing of these categories is available in the State guidelines.

Nonrestrictive interventions are preferred, when appropriate, because of the low risk of negative side effects and the high priority placed on positive behavior change rather than behavioral control. These interventions may be used without the development of a written behavior support plan or inclusion in the student's IEP. A best-practice approach to the implementation of any behavioral intervention, however, involves a functional analysis of the behavior needing intervention, careful planning and monitoring of the intervention procedures, and systematic evaluation of the intervention outcomes. The use of positive and nonaversive interventions will be given the highest priority and will be directed at the development of positive student behaviors and skills.

Restrictive interventions may be appropriate during emergency situations or when less restrictive interventions have been attempted but have failed. Except in the case of an emergency situation, restrictive interventions will be used only after a functional analysis of behavior has been completed and documented, a behavioral support plan written, and appropriate modification of the student's IEP completed. In addition, restrictive interventions will be used for the minimum amount of time necessary to control the individual's behavior and in conjunction with positive interventions designed to strengthen competing behaviors. Also, such interventions will be replaced by less restrictive procedures as quickly as possible.

The restrictive interventions of isolated time out and physical restraint will be implemented in accordance with State rules, and will be evaluated and documented accordingly.

Interventions listed as highly restrictive are deemed inappropriate in most circumstances. Therefore, these types of interventions will be used in the District only with the prior written consent of the Superintendent.

Interventions listed as prohibited are illegal and will never be used in the District under any circumstances

**IV. Behavior Support Plan**

**A. Elements of the Behavior Support Plan**

Each student receiving special education services, who requires the use of a restrictive behavioral intervention, will have a written behavior support plan developed by the IEP team and documented in the student's IEP. This plan must include the following:

- a) A summary of the functional analysis of target behaviors
- b) Interventions attempted previously

- c) A description of interventions to increase or strengthen more appropriate behaviors, including setting events, positive programming, skill training, reactive strategies, and a crisis plan
- d) Personnel responsible for implementing the plan
- e) Data collection procedures and methods for monitoring the plan
- f) A schedule of ongoing review of the plan's effectiveness

**B. Guidelines for Implementation of Behavioral Procedures**

When evaluating an intervention for possible use, the impact of an intervention on the student's physical freedom, social interaction, personal dignity, and privacy will be carefully considered. When monitoring the effectiveness of the behavior management plan, IEP team members will make every effort to plan for generalization and maintenance of skills across settings. Interventions will be evaluated by teachers, parents, and other parties involved in the intervention on a regular basis, utilizing baseline data and ongoing progress monitoring. Parent input will be solicited and parents will be notified of any significant changes to the plan. Thereafter, such changes will be implemented through an IEP meeting.

**V. Staff Development and Training**

Staff development and training opportunities will be provided on a regular basis to assure that adequately trained staff members are available to effectively implement behavioral interventions. This specifically applies to restrictive interventions, including the use of physical restraint techniques and isolated time out. Training activities may include in-service workshops, professional conferences, coursework, or other appropriate measures. These training efforts will be available to all district staff members and will be conducted by qualified individuals who have expertise in the relevant areas of behavior assessment and intervention.

**VI. Emergency Use of Restrictive Interventions**

Restrictive interventions may be used in the case of an emergency. For the purposes of this policy, "emergency" refers to a situation in which an immediate restrictive intervention is necessary to protect students, other individuals, or the physical site from physical injury, severe emotional abuse due to verbal and nonverbal threats and gestures, severe property damage, and/or serious and continuous disruption of the learning environment. When confronted with an emergency, school personnel will use interventions that are the least intrusive possible to reasonably respond to the situation. The emergency use of restrictive interventions will be documented in writing and the parents and/or guardians of a student will be notified within twenty-four (24) hours. Written notice of the intervention also will be provided to the Assistant Superintendent of Student Services.

All guidelines for developing behavior management plans will be followed by the IEP team and an IEP meeting convened no later than ten (10) days after emergency procedures have commenced.

**VII. Protections and Due Process Rights**

Parents and/or guardians will have the right to be actively involved in the development of any behavior support plan utilizing restrictive procedures. Also, parents and/or guardians will be provided with copies and/or explanations of the functional analysis conducted and the behavior support plan developed for their child. The parents and/or guardians will receive written notification of the development of any behavior support plan. Further documentation will be provided through the IEP process and a copy of the plan will be attached. Under no circumstances will a behavior support plan be implemented without its inclusion in the child's IEP.

All procedural safeguards, including rights to conflict resolution, mediation, and an impartial due process hearing, as required through the Individuals with Disabilities Education Act and the Illinois *School Code*, will be applicable to the resolution of disputes involving behavior support plans. If a parent and/or guardian disagrees with a proposed restrictive behavior intervention or any aspect of the implementation of a restrictive behavior intervention, the District will coordinate with the parent to attempt resolution of the dispute.

**VIII. State Board of Education Guidelines**

This policy has been adopted after careful review and consideration of the State Board of Education's guidelines relating to behavioral interventions. Copies of the State Board of Education's guidelines, entitled "Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities," may be obtained by writing the State Board of Education at the following address:

Illinois State Board of Education  
100 N. First St.  
Springfield, IL 62777

**IX. Dissemination of Policy**

Copies of this policy and any other policies and procedures adopted in relation to the use of behavioral interventions for students with disabilities will be provided to the parents and/or guardians of all students with individualized education plans within fifteen (15) days after they are adopted by the Board of Education, or within fifteen (15) days after they are amended by the Board. Copies of such policies and procedures also will be provided to the parents and/or guardians of a student at the time an individualized education plan is first implemented for the student. In addition, the principal of each school will be responsible for informing students of the existence of such policies and procedures on an annual basis. At the student's annual review, the IEP team will (1) explain those policies and procedures, (2) furnish a copy of the policies to parents and/or guardians, and (3) make available upon request of any parents and/or guardians a copy of those procedures.