

## Herscher CUSD #2 Behavioral Intervention Policy

### Purpose

It is the purpose of this policy to describe the procedures authorized by the Board of Education of Herscher Community Unit District No. 2 relative to the use of behavioral interventions with students with disabilities. Herscher CUSD #2 insists that students with identified disabilities should be held, as much as possible and reasonable, to the same behavioral and social expectations and consequences as students without disabilities. Where a student's disability prevents him or her from conforming to school rules and expectations, special consideration and procedures will be employed. A fundamental principle of this policy is that "non-restrictive interventions—positive interventions designed to develop and strengthen desirable behaviors—shall be emphasized, and are preferable to the use of "restrictive" interventions.

### Procedures

It is the requirement of the Board of Education of Herscher CUSD #2 that employees charged with the implementations of this policy should incorporate procedures and methods consistent with generally accepted practice in the field of behavior intervention.

Whenever a "change in placement" is being considered for a special education student for behavioral reasons, an IEP (Individualized Education Program) meeting will be convened to determine whether the behavior is related to the child's disability (a "manifestations determination"). The IEP can only be revised and an IEP meeting can only be convened with proper notification to parents and appropriate staff.

### Requirements for the Creation of a Behavioral Intervention Plan

Any student receiving special education services will require a behavior management plan as part of the IEP (Individualized Education Program) when his or her disability causes the student difficulty behaving appropriately. The IEP team will decide which behavior intervention strategies are most appropriate for the student. Unless the IEP team specifically devises a behavior management plan that differs from the school's customary discipline policies, those policies shall apply, and may include the use of "restrictive" and/or "non-restrictive" interventions.

### Monitoring the Use of Restrictive Behavioral Interventions

The use of "restrictive" behavioral interventions shall be monitored as follows:

1. When expulsion is the intervention under consideration, the Board of Education shall monitor each such intervention;
2. When the intervention under consideration is: being dropped from a course, in-school, or out-of-school suspension, the Building Principal shall ensure that the intervention shall not constitute a change in placement, unless its use is preceded by a "manifestation determination", as described above.
3. When the intervention under consideration is: inhibiting devices, manual restraints, search of the student's person, time-outs (isolation/quiet room), or mechanical restraints (excluding restraint prescribed by physician or used as a safety procedure for transportation, the teacher or Building Principal shall ensure that the intervention is administered in such a fashion such as to ensure the student's rights to placement in the least restrictive environment; and considers the student's physical freedom and social interaction.
4. See "Behavior Intervention Policy Committee" below.

### Emergency Situations

If a situation occurs in which immediate intervention is needed to protect students, staff, other individuals or the physical site from harm, school personnel may impose an intervention that has not been delineated in the behavioral management plan, as reflected in an IEP. When such an emergency intervention has been utilized, the parents of the student shall be notified as soon as possible. A description of the intervention applied shall be documented and placed in the student's temporary file.

### Procedural Protection

All of the procedural protections available to students with disabilities and their parents under the Individuals with Disabilities Act (IDEA), including notice and consent, opportunity for participation in meetings, and right to appeal, shall be observed when implementing and/or developing behavioral interventions.

### Behavioral Intervention Policy Committee

Herscher CUSD #2 shall maintain a Behavioral Intervention Policy Committee to monitor, review and make recommendations regarding the policy to the Board of Education. This committee shall meet on a regular basis and shall consist of parents of students with disabilities and other parents, teachers, administrators, advocates for persons with disabilities, and individuals with knowledge or expertise in the development and implementation of behavioral interventions for persons with disabilities.

### ISBE Guidelines

This policy has been developed based on a review of the document entitled Behavioral Intervention in Schools: Guidelines for Development of District Policies for Student with Disabilities. Copies of these guidelines may be requested from the Illinois State Board of Education, 100 N. First Street, Springfield, Illinois 62777-0001.

## Definitions

### Behavior Intervention

Interventions by which Herscher CUSD #2 school personnel attempt to alter inappropriate student behavior.

### Change in Placement

Change in placement occurs when an IEP is altered so that a “substantial programmatic modification” is made, or when the new educational program is not comparable to the existing program. Placement does not change where slight modifications are made in the program. Thus, the introduction of new activities and change of classroom location or building, generally do not constitute placement changes. Likewise, suspensions in aggregate of 10 days or less do not constitute a change in placement.

### Non-Restrictive Behavioral Interventions

“Non-Restrictive” Behavioral Interventions are techniques which do not restrict a student from access to the regular school day, the regular school program, or to the same educational opportunities enjoyed by the student body at-large. Non-Restrictive behavioral interventions may include, but are not limited to, individual student counseling, rewards systems (behavioral modification techniques), formal behavioral reports to parents, peer monitoring, in-school suspensions or time-out sessions in which the student is permitted to continue with his/her regular school work, and detentions which do not prevent the student from access to before-school, after-school, or Saturday school activities.

### Restrictive Behavioral Interventions

“Restrictive” Behavioral Interventions are techniques which restrict a student from access to the regular school day, the regular school program, or restrict the student from the same education opportunities enjoyed by the student body at-large. Restrictive Behavioral Interventions would include, but are not limited to: out-of-school suspension, in-school suspension or time-out sessions in which the student is not permitted to continue his/her schoolwork, and detentions which prevent the participating student from access to before-school, after-school or Saturday school activities.