

LINCOLN-WAY AREA SPECIAL EDUCATION
Joint Agreement District 843

Behavior Intervention Policies

7:230 - BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

Section 1. Purpose

It is the purpose of this policy to establish the process for the Lincoln-Way Area Special Education Joint Agreement District 843 to comply with *School Code* requirements on the use of behavioral interventions for students with disabilities.

Behavioral interventions should be used by teachers and administrators to promote and strengthen desirable adaptive student behaviors and reduce identified inappropriate behaviors. A fundamental principle is that positive, nonaversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible.

While positive approaches alone will not always succeed in managing extremely inappropriate behavior, the use of more restrictive behavior interventions should be considered to be temporary and approached with utmost caution.

Section 2. Development of Procedures

The Lincoln-Way Area Special Education Joint Agreement District 843 Director is authorized to develop procedures on the use of behavioral interventions for students with disabilities receiving special education and related services. The procedures will promote the use of positive behavioral interventions and include, but not be limited to, the following components:

- A. procedures for the development of behavioral management plans for students with disabilities having significant behavioral and/or emotional needs and for such students requiring restrictive interventions
- B. procedures for the documentation of emergency use of restrictive interventions
- C. procedures for parent involvement
- D. procedures for training and professional development, and
- E. provisions requiring consideration of a student's physical freedom, social interaction, and the right to placement in the LRE and confirming that behavioral intervention be administered in a manner that respects human dignity and personal privacy.

The Illinois State Board of Education document on the use of behavioral interventions for students with disabilities will be used as a guideline.

Section 3. Behavioral Intervention Committee

District 843 has established a committee on behavioral interventions for students with disabilities. This committee shall be involved in developing procedural guidelines for the implementation of behavioral interventions for students with disabilities and shall review and provide input to the procedures by the Lincoln-Way Area Special Education Joint Agreement District 843 Director.

The policy and procedures will be provided to parents or guardians, upon request, within 15 days after the policy has been amended or adopted, or at a time the IEP is first implemented for the student.

Parent(s)/guardian(s) of children with disabilities having an IEP are hereby informed that they can request a copy of this policy and its procedures.

Section 4. Use of Isolated Time Out and Physical Restraint as Behavioral Interventions

District 843 has the authority to use reasonable force as needed to maintain the safety of students, school personnel, or other persons, or for the defense of property. There may be instances in which a student requires the use of isolated time out and/or physical restraint as behavioral interventions to ensure the safety of the student or others.

Isolated time out and physical restraint shall be used only as a means of maintaining discipline in the school, to maintain a safe and orderly environment for learning and only to the extent that their use is necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used as a form of punishment. The use of isolated time-out and physical restraint shall comply with the Illinois State Board of Education rules, Section 1.285. The Illinois State Board of Education rules are adopted as the Cooperative's written procedure to be followed by staff for the use of isolated time out or physical restraint.

Staff members shall inform their Program Supervisor whenever time out or physical restraint is used and the Program Supervisor shall maintain the documentation required according to Section 1.285. The Program Supervisor shall investigate and evaluate any incident that results in a serious injury as reported by the affected student, parent/guardian, staff member, or other individual. The Program Supervisor shall compile a description of alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4).

The Director shall annually review the use of isolated time out and physical restraint including:

1. The number of incidents involving the use of these interventions
2. The location and duration of each incident
3. Identification of the staff members who were involved
4. Any injuries or property damage that occurred; and
5. The timeliness of parental notification and administrative review.



7:200 – SUSPENSION PROCEDURES

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

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Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of the school.
 - iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Director or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental

illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

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