

ILLINOIS SCHOOL FOR THE DEAF  
POLICY GUIDELINES  
FOR  
BEHAVIORAL INTERVENTIONS

Revised August 2023

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## SECTION 1

### POLICY GUIDELINES

The following procedures and policies were developed as required by Public Act 87-1103. These procedures and policies were based on the set of guidelines written by the Illinois State Board of Education and its consultants. Illinois School for the Deaf will follow the guidelines as stated in the *Behavioral Interventions in Schools: Guidelines for Development of District Policies for Student with Disabilities.*

Public Act 87-1103 was enacted into law on September 15, 1992 and addresses the use of behavioral interventions with students with disabilities. The intent in passing this law was that "when behavioral interventions are used, they are used in consideration of the pupil's physical freedom and social interaction and be administered in a manner that respects human dignity and personal privacy and that ensures a pupil's right to placement in the least restrictive educational environment." The basic premise of Public Act 87-1103 is that principals, teachers and other staff personnel who work with students with disabilities require training and guidance in using behavioral interventions. The provisions of P.A. 87-1103 also required the Illinois State Board of Education to establish a set of guidelines regarding behavioral interventions for students with disabilities and to distribute these to school districts. The revisions made in June of 1997 also brought this document into compliance with Part 384-Discipline and Behavior Management in Child Facilities from the Department of Children and Family Services.

A fundamental principle of these guidelines is to use non-aversive or positive interventions to the maximum extent possible and to give positive interventions the highest priority. Positive interventions should also always accompany more restrictive procedures, which are used only when necessary. The use of more restrictive procedures should be considered temporary and follow the guidelines contained in this manual.

When implementing behavioral interventions, all the procedural safeguards available to students with disabilities and their parents/guardians under Individuals with Disabilities Education Act (IDEA.) must be observed. These include notice and consent, opportunity for participation in meetings and the right to appeal. Parents, guardians or the student may request a due process hearing regarding any aspect of the student's Individualized Educational Program (IEP).

## **PUBLIC ACT 87-1103 SUMMARY**

Public Act 87-1103 mandated the following:

1. Statewide Survey
  - Conducted by State Superintendent of Education
2. Guidelines
  - Developed by Illinois State Board of Education
3. Local School Boards
  - During 1994-1995 school year:
    - a. Establish and maintain a committee to develop policies and procedures for students with disabilities. These policies and procedures must conform to ISBE guidelines and include parents.
    - b. Furnish a copy of policies and procedures to parents/guardians of students with disabilities within 15 days after beginning of 1995-1996 school year and each year thereafter.
    - c. Require each school to inform its students of the contents of the policy, annually.

## **Public Act 99-0456 SUMMARY**

Senate Bill 100

Effective September 15, 2016.

### **Senate Floor Amendment No. 2**

Provide that out-of-school suspensions of longer than 3 days, expulsions, and disciplinary removals to alternative schools may be used if the student's continuing presence in school substantially disrupts, impedes, or interferes with the operation of the school and other appropriate and available behavioral and disciplinary interventions have been exhausted. **Provides that "substantially disrupts, impedes, or interferes with the operation of the school" shall be determined on a case-by-case basis by school officials.**

## **Title IX – August 2020**

Title IX Title IX Grievance Procedure

The Title IX Grievance Procedure listed below is meant to provide for prompt and equitable resolution of student and employee complaints. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or

sexual harassment), using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

#### Grievance Process for Complaints Not Alleging Sexual Harassment

Level I – Informal Procedure Upon receiving a report of sexual discrimination that does not allege sexual harassment (as defined below), the Title IX Coordinator shall facilitate resolution through an informal procedure, if possible. This informal procedure is not required as a precursor to the filing of a complaint. The informal procedure is only available in those circumstances where the parties agree to participate in it. Individuals who believe that they have been unlawfully sexually discriminated/retaliated against may proceed immediately to the complaint procedure and individuals who seek resolution through the informal procedure may request that the informal procedure be terminated at any time to move to the complaint procedure. While there are no set time limits within which an informal procedure must be resolved, the Title IX Coordinator or designee will exercise their authority to attempt to resolve the informal procedure within fifteen (15) business days of receiving the report. Parties who are dissatisfied with the results of the informal procedure may proceed to file a complaint with the Title IX Coordinator.

Level II – Complaint Procedure If a report is not resolved through the informal procedure, if one of the parties requests that the informal procedure be terminated to move to the complaint procedure, or if the individual elects to file a complaint initially, the complaint procedure shall be implemented. The School also reserves the right to investigate and resolve a complaint or report of sex discrimination/retaliation regardless of whether the individual alleging the unlawful discrimination/retaliation pursues a complaint. The complaint should be in writing and state the date and nature of the alleged discrimination/retaliation and the relief sought. If the grievant is a student, designee staff shall assist in preparing the written complaint.

Upon receipt of the written complaint of sexual discrimination that does not allege sexual harassment, the Title IX Coordinator or their designee shall begin an investigation. The investigation will include, but not be limited to, interviews and a consideration of documentation or other information presented by any party that is reasonably believed to be relevant to the allegations, as applicable. The School reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Superintendent or his/her designee. If an individual is alleged to have engaged in discrimination/retaliation, that individual shall be presumed to not be responsible for the alleged conduct until the conclusion of the complaint procedure. That individual

must also be informed of the opportunity to submit a written response to the complaint within five (5) business days. At the conclusion of the investigation, the Title IX Coordinator or his/her designee shall issue a written decision to the parties.

Level III – Appeal If the student or employee believes that there still is a basis for a grievance, they may make a written statement of appeal to the Board. This written statement of appeal must be filed within ten (10) business days of the date of the Title IX Coordinator’s decision.

**Grievance Process for Complaints of Sexual Harassment Definitions:** For purposes of this grievance process,

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. “Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- 1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;
- 2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School’s education program or activity; or
- 3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all

parties or the School's educational environment, or deter sexual harassment. The School must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

#### Training

Any individual designated by the School as a Title IX Coordinator, investigator, decisionmaker, or any person designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. In addition, these individuals shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. All Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

#### Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Principal, Dean of Students, Residential Service Supervisor, or any employee with whom the person is comfortable speaking.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. Title IX Coordinator contact information shall be posted on the school's website at [illinoisdeaf.org](http://illinoisdeaf.org).

#### Response to Report

Upon receiving a report of sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The School will maintain as confidential any supportive measures provided before or after the filing of a formal complaint or where no formal complaint has been filed, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.



### Formal Complaint

Upon receipt of a formal complaint (or later as additional allegations become known), the School will provide the following written notice to the parties who are known: (A) Notice of the School's grievance process that complies with this section, including any informal resolution process. (B) Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the foregoing notice provided, the School must provide notice of the additional allegations to the parties whose identities are known. The complainant at any point in the process can file a complaint with the Department of Education and/or Office for Civil Rights.

The school's grievance process shall, at a minimum:

1) Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

2) Require that any individual designated by the school as a Title IX Coordinator, investigator, decision-maker, or any person designated by the school to facilitate an informal resolution process: a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent. b. Receive training on the definition of sexual harassment, the scope of the school's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.

3) Require that any individual designated by the school as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

4) Include a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

5) Include reasonably prompt time frames for conclusion of the grievance process.

6) Base all decisions upon the preponderance of evidence standard.

7) Include the procedures and permissible bases for the Complainant and Respondent to appeal.

8) Describe the range of supportive measures available to Complainants and Respondents.

9) Must not require mediation if any parties do not wish to participate.

## CONTENT

The Illinois School for the Deaf Policy Guidelines for Behavioral Interventions include the following components:

- A. Designation of behavioral interventions by level of restrictiveness (page 11)
- B. Procedures for developing behavioral intervention plans (page 13)
- C. Establishment of behavioral intervention committee (page 15)
- D. Identification of behavioral intervention consultants (page 15)
- E. Procedures for the documentation of emergency use of physical restraint (page 25)
- F. Provisions for parent involvement and assurance of due process rights, including parent notification and right to appeal (page 29)
- G. Provisions for staff training and professional development (page 30)
- H. Fill out physical restraint and time out form and send to ISBE (ISBE 11-01 (05/22) (page 25)

## **SECTION 2**

### **BEHAVIORAL INTERVENTIONS BY LEVEL OF RESTRICTIVENESS**

Provided below is a non-exhaustive list of behavioral interventions according to four levels of restrictiveness: nonrestrictive, restrictive, highly restrictive and prohibited.

Nonrestrictive interventions are preferred when appropriate. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's IEP.

#### **Nonrestrictive Interventions**

- Allowing student to escape task
- Calling/notifying parent
- Counseling
- Delayed reinforcement
- Differential reinforcement
- Direct instruction
- Environmental/activity modification
- Planned to ignore (extinction)
- Instructional assignment
- Modeling
- Peer involvement
- Positive practicing
- Positive reinforcement (individual or group)
- Prompting
- Proximity control
- Redirecting student (verbal, nonverbal, sign, gentle physical escort)
- Shaping
- Teaching alternative behaviors and/or self-control
- Teaching self-assessment/self-management
- Token economy
- Verbal feedback
- Verbal reprimand
- Written contract

Restrictive interventions may be appropriate during emergency situations or when less restrictive interventions have not been successful. Continued restrictive interventions should only be used after a functional analysis of behavior has been completed and documented, a behavioral intervention plan written and appropriate modification of the student's I.E.P. is completed. Restrictive interventions should be used for the least amount of time needed to change the student's behavior, then replaced by less restrictive procedures. Some examples are included.

### **Restrictive Interventions**

- Detention
- Exclusion from extracurricular activities
- Positive Practice/role playing
- CPI
- On-Campus Reassignment (OCS, OCD, or OCR)
- Suspension (out-of-school)
- Observational time-out
- Exclusionary time-out
- Token Economy

### **Highly Restrictive Interventions**

Highly restrictive interventions are inappropriate in most circumstances.

- Non-violent physical intervention techniques taught through Crisis Prevention Intervention
- Denial or restriction of access to regularly used equipment/devices that facilitate educational functioning, when such equipment is temporarily at risk for damage
- Isolated time-out
- Expulsion

### **Prohibited Interventions**

**Interventions listed as prohibited are illegal.**

- Corporal punishment (P.A. 88-346)
- Expulsion with cessation of services
- Faradic skin shock
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

See Section 7 • Glossary of Selected Term

## **PROCEDURES FOR CONDUCTING FUNCTIONAL BEHAVIORAL ASSESSMENT AND DEVELOPING BEHAVIORAL INTERVENTION PLANS**

1. Behavior requiring intervention occurs.
2. Behavioral contract or crisis plan may be written at this time.
3. Referral to Learning Resource Educator (if necessary) by Principal, Dorm Supervisor, or Educator.
4. Conduct Functional Behavioral Assessment.

A functional behavioral assessment is a time-based, direct observation procedure designed to examine the relationship between a challenging behavior and setting variables (Foster-Johnson & Dunlap, 1993).

It is an assessment of the target behavior of concern. Such an assessment is critical to the understanding of the structure and function of the behavior and development or strengthening of more appropriate alternative behaviors.

A functional behavioral assessment shall include the following components:

- a) student's strengths
  - b) a detailed description of the target behavior of concern including data on the intensity, frequency, and duration of the behavior,
  - c) a description of the settings in which the behavior occurs and an analysis of antecedents to and consequences of the behavior;
  - d) a description of other environmental variables that may affect the behavior (e.g., medication, medical conditions, sleep, diet or diet schedule, social factors);
  - e) hypothesis of behavioral function-relationship between behavior and environment in which it occurs.
5. Develop a Behavioral Intervention Plan when deemed necessary by the FBA. The IEP of a student who requires a behavioral intervention plan with goals and objectives shall include the following components:
- a) Student strengths
  - b) Target behavior (skill or performance deficit)
  - c) Hypothesis of behavior function
  - d) Summary of previous interventions attempted
  - e) Replacement behaviors and how they will be taught
  - f) Behavior intervention strategies and supports, including environmental, instructional/curricular, and positive supports
  - g) Motivators/rewards
  - h) Restrictive disciplinary measures
  - i) Crisis plan
  - j) Data collection procedures and methods
  - k) Provisions for coordinating with caregivers

6. Re-convene IEP  
Before the behavioral intervention plan is implemented, it must be part of the student's IEP. If it is not already part of the IEP, then an IEP meeting must be convened to discuss and add the plan, along with the behavioral goals and objectives.
7. Implement the plan.  
The team begins to implement the plan. Be prepared to be consistent and to be fully committed to the plan. In most cases, it takes weeks and sometimes months before behavior changes. Remember that it is very normal for the behavior to become worse for a short time after the plan begins. Record these data each day and communicate any problems immediately to the supervisor.
8. Evaluate the plan.

### **CONTRACT/CRISIS PLAN PROCEDURES**

1. Each part of the contract or crisis plan should be explained and discussed between student, teacher, and principal.
2. The contract or crisis plan should be completed together, with each person agreeing on the target behavior, reinforcer, consequence, and time frame.
3. Before signing the contract or crisis plan, it should be read again to ensure full understanding of the importance of each part.
4. Each person will sign and date the document.
5. A copy of the contract/crisis plan should be given to the student and principal and the original document should be kept in a safe place.
6. When the document has expired, it should be reviewed by the student, teacher, and principal. If the requirements were met, the student will receive the reinforcement. If the requirements were not met, the student will face the consequences.
7. After reviewing the contract or crisis plan, it should be signed and dated. It is important to file the document in case a reference is needed at a future date.

## **BEHAVIORAL INTERVENTION REVIEW COMMITTEE**

The purpose of this committee is to review behavioral intervention plans that are developed in the school and the dorm prior to implementation. The committee will also:

- A. Review and monitor incidents involving the emergency use of restrictive behavioral interventions.
- B. Develop/review and monitor behavioral interventions involving the use of restrictive procedures.
- C. Advise regarding staff development in the use of behavioral interventions.
- D. Advise the school on issues arising from the use of restrictive behavioral interventions.
- E. Identify qualified behavioral intervention consultants.

The committee will typically consist of the IEP team and staff working regularly with the student.

## **BEHAVIORAL INTERVENTION CONSULTATION**

This person(s) will have documented training in behavioral analysis and behavioral intervention procedures with an emphasis on positive behavioral interventions. Competency of this person or persons will be demonstrated in these essential areas:

- A. basic concepts and principles of human learning
- B. methods of measuring human behavior, including recording, displaying and interpreting data on human behavior
- C. identification and explanation of behavior, including functional behavioral assessment
- D. intervention alternatives, including ecological manipulations, positive programming and direct interventions
- E. empirical and clinical methods for determining effectiveness of behavioral interventions
- F. legal and ethical issues relating to behavioral programming

Services may be provided by a resource specialist, school psychologist, social worker or teacher. The services will include, but are not limited to:

- A. assisting IEP teams in the development of behavioral intervention plans
- B. consulting with teachers and other staff members on the proper use of behavioral interventions
- C. supervising the implementation of intervention plan procedures
- D. ensuring that restrictive behavioral interventions are implemented appropriately and in a humane fashion

## Section 3

### DIFFERENT TYPES OF TIME-OUT

#### **TYPE #1 Observational Time-Out**

Separating the student from the activity in the same environment.

**EXAMPLE:** Student disrupts the class and is warned to calm down and to make the right choice. If he/she does not make a good choice, he/she is directed to a chair or area to calm down in the same environment.

#### **TYPE #2 Exclusion Time-Out**

Separating the student from the group and ensuring that he/she cannot see the group activity.

**EXAMPLE:** Student is not able to calm down in observational time-out. Student is directed to another supervised environment, such as another classroom or in another room in the dorm.

#### **TYPE #3 Isolated Time-Out**

“Isolated time-out” means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student’s egress is restricted. Adult supervision is always provided.

**EXAMPLE:** Student is not successful at the exclusion time-out level. Student has lost all control and is asked to walk to another room. The student is given the choice of walking or being physically transported to the room. The crisis team is called at this time for help. Safe Crisis Prevention Intervention transporting techniques will be used by the crisis team, if necessary.



## TIME-OUT FROM REINFORCEMENT

- I. What is **Observational Time-Out**?
  - A. Removing a student from an activity when the student is disruptive or displaying non-restrictive behaviors.
  - B. The student must always be supervised within the setting. The student should not be sent to a separate room, hallway or office unsupervised.
  
- II. When is it appropriate to use Observational Time-Out?
  - A. When the behavior is escalating, and the student has lost self-control.
  - B. When the student exhibits the following behaviors:
    - non-compliance
    - disruptive talking
    - minor inappropriate "hands-on" behavior
    - high level of disruptive activity
  
- III. What is the procedure for Observational Time-Out?
  - A. With the student, list and discuss the behaviors which will lead to Observational Time-Out. STUDENT IS ENCOURAGED TO CHOOSE TIME-OUT AS A POSITIVE STRATEGY FOR GAINING SELF CONTROL.
  - B. When the student exhibits an inappropriate behavior that was discussed previously, he/she will be given a warning to redirect behavior.
  - C. If the student does not comply, he/she is directed to Observational Time-Out.
  - D. After the student is calm and has control of the behavior, he/she will stay in Observational Time-Out for five minutes (a timer is set for five minutes).
  - E. After the five minutes, the person supervising the student will make positive and encouraging statements to the student, review choices and instruct in social skills. The student will rejoin the activity when all these steps are reached. The incident will need to be documented in Skyward.
  
- I. What is Exclusion Time-Out?
  - A. Separating the student from the group and ensuring that he/she cannot see the group activity.
  - B. The student must always be supervised within the setting. The student can be sent to another classroom or to another room in the dorm.

## II. When is it appropriate to use Exclusion Time-Out?

- A. When the student is not able to calm down in Observational Time-Out, he/she is taken to Exclusion Time-Out.
- B. When the student is not following the rules of Exclusion, he/she is taken to Isolated Time-Out.
- C. The incident needs to be documented in Skyward

### I. What is the procedure for Isolated Time-Out?

- A. If the student in Exclusion Time-Out does not regain control after an appropriate length of time, the person supervising the student will make positive statements and review choices.
- B. If the student does not comply within a reasonable amount of time, the student will be directed to another room away from the group or activity.
- C. After five minutes, the person supervising the student will make positive and encouraging statements to the student, review choices, and instruct in social skills. The student will rejoin the activity when all these steps are concluded. The incident will be documented in Skyward.

## **Seclusion/Isolated Time-Out Policies and Procedures**

### **Policies:**

Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and restraint and seclusion should be avoided to the greatest extent possible without endangering the safety of students and staff. Restraint or seclusion should not be used as routine school safety measures, nor as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g. disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation, or as a convenience.

### **Procedures:**

When a student becomes an imminent threat to self or others, or the student does not gain control at the Exclusion Time-Out level, he/she is directed to Isolated Time-Out. It is not recommended to transport a struggling individual without the help of the crisis team. Therefore, the crisis team should be called at this level to aid in transporting the student. When the crisis team feels that it is safe to move the student,

Crisis Prevention Intervention Transport Techniques can be used, or the student may make the choice to walk to the designated room without the aid of the crisis team. The student will remain in the designated room until he/she is calm and able to re-join the class or dorm environment in a safe manner. A visual timer can be used if necessary. After the student has completed quiet time, the student will be expected to review choices and social skills before the closure level will be met. During closure, alternative strategies will be reviewed. It is prohibited for a student to remain in isolated time-out for more than thirty minutes after he/she has regained self-control.

### **Crisis Prevention Intervention/Crisis Team:**

If Crisis Prevention Intervention safe physical restraints are used by the crisis team, documentation of each incident will be recorded on the Crisis Incident Report Form. Physical restraint and time out form sent to ISBE (ISBE 11-01 (05/22)).

Parental notification must be made within 24 hours however ASAP is best, via phone, of each incident on a summary of parent conference form.

If isolated time-out is used frequently, consideration of a formal Functional Behavior Assessment (FBA) and behavior plan and/or behavior contract be discussed as an IEP team and included in the IEP.

The crisis team should consist of staff that is certified in Crisis Prevention Intervention Techniques. It is recommended that a team consist of four to five CPI-certified staff members. If that is not possible, an administrator should be contacted immediately to take charge and accept the responsibility of the situation.

The building administrator or designee as assigned by the building administrator will be informed of incidents and maintain required documentation when isolated time-out or physical restraint is used.

Any sustained student or staff injuries will be reported as soon as possible to the building administrator and evaluated by the school's health center.

The use of isolated time-out and physical restraint will be reviewed annually 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 the timeliness of parental notifications.

## Section 4

### ON CAMPUS REASSIGNMENT

**Definition:** On Campus Reassignment (OCR) will be used for severe restrictive behaviors, decided by the administration. The student will be placed in a separate environment with one-on-one supervision. While serving an On Campus Reassignment (OCR), the student will be separated from peers and will stay in one/two environment(s). The On Campus Reassignment room will be one location for the dorm and one for the school. The number of hours and days a student is given On Campus Reassignment will be determined by the administration with both school and dormitory supervisors in agreement. Illinois School for the Deaf is a residential setting, therefore, On Campus Reassignment may be served during school hours, dorm hours, or for 24-hour periods. If On Campus Reassignment is used more than three times, the student will receive Tier 2 behavior interventions.

On Campus Reassignment (OCR) does count towards the 10 days of suspension.

Final Decision to use On Campus Reassignment (OCR) per incident will be made by the Superintendent or his/her designee(s).

#### **Procedures:**

1. On Campus Reassignment (OCR) cannot be used for a period to exceed three days per incident.
2. A logical consequence will be implemented for each incident.  
Some examples of logical consequences:
  - a. police notification
  - b. restitution for destruction of property or stolen goods
  - c. restitution and written apology for fighting or assaulting others
3. Educational programming will be implemented for each incident while serving On Campus Reassignment or directly following the On Campus Reassignment.  
Some examples of educational programming:
  - a. drug/alcohol awareness classes and media for drug/alcohol related incidents
  - b. Health classes and media for sexual misconduct
  - c. social skills instruction and role play for fighting
  - d. coping skills instruction and role play to control escalating behaviors
4. The building supervisor will:
  - a. supervise all On Campus Reassignments
  - b. collect and monitor On Campus Reassignment data
  - c. supervise the educational programming during the On Campus Reassignment
  - d. assist in scheduling team meetings

- e. assist in developing and implementing behavior intervention plans
  - f. monitor behavior plans and provide on-going consultation to teams
5. Day students who are serving On Campus Reassignment will be restricted from any extracurricular activities on the corresponding evenings.
  6. Tape Delayed Courses (videotaped classes) can be used with students to aid in completing homework.
  7. The parents will be notified immediately by phone about the incident and On Campus Reassignment. At this time the parents will be asked to support the On Campus Reassignment and encouraged to speak with their son/daughter regarding the incident.
  8. At such a time when a parent does not consent to On Campus Reassignment, the parent will be responsible for taking the student home and for transporting the student to and from ISD. The student will then serve a suspension from school. Students will be assigned to On Campus Reassignment until parents arrive to pick up the child for the suspension.
  9. The student will continue his/her education while in On Campus Reassignment. The student will get the grades earned by completion of schoolwork while serving On Campus Reassignment.
  10. On Campus Reassignment is limited to children aged seven and older who have been placed in a childcare facility and who pose a threat of physical harm to themselves or others.
  11. According to Part 384 of the Discipline and Behavior Management in Child Care Facilities, we reserve the right to remove belts, shoes, matches, weapons, or any other object that can be used to inflict self-injury.
  12. On Campus Reassignment shall not be used as discipline for rule infractions or for the convenience of staff.
  13. No child shall be deprived of an opportunity to attend religious services and/or religious counseling of his/her choice as discipline.

## **On Campus Reassignment Environment**

On Campus Reassignment is housed in the dorm during dorm hours and in the building office or designated area of the school building.

### **RECOMMENDED On Campus Reassignment MATERIALS:**

1. Proper safety features in each room to meet fire and safety codes
2. A desk and chair
3. A bed with proper linens
4. A straight "write on/wipe off" board
5. A communication device with a direct line for safety
6. A cellular phone for safety
7. Toiletries in locked closet in the dormitory area
8. Supervisor/teacher desk and chair
9. Computer for instructional purposes only. The computer may not be used for recreational purposes.

## **OTHER RECOMMENDATIONS**

### **On Campus Reassignment**

- Health Center will deliver medications to On Campus Reassignment students.
- Dietary will deliver all meals to the student during On Campus Reassignment.
- Students will leave all unnecessary personal items in the dorm while serving On Campus Reassignment i.e. no food, makeup, drinks, pillows, blankets, video games, cell phones, etc.

## Individual On Campus Reassignment Responsibilities

<ol style="list-style-type: none"> <li>1. Student will refrain from talking or yelling to persons outside the room.</li> <li>2. Students will refrain from touching the lights and smoke alarm.</li> <li>3. Student will follow the schedule that the staff member indicates.</li> <li>4. Student will sleep <u>only</u> at appropriate times.</li> <li>5. Student will complete all of his/her required work as directed by his/her classroom teacher(s).</li> <li>6. Student will refrain from defacing the walls/room in any way</li> </ol>	<ol style="list-style-type: none"> <li>1. The responsibility of the On Campus Reassignment will be shared by both the dorm and school staff.</li> <li>2. The classroom teachers are responsible for providing any required schoolwork for the time frame the student will be serving On Campus Reassignment.</li> <li>3. The staff is responsible for documenting the behaviors and staff who visit On Campus Reassignment.</li> <li>4. The social worker will follow up with the student to bring him/her to the level of restitution and closure.</li> <li>5. The staff is responsible for implementing any existing behavior intervention plan.</li> <li>6. The educator/dorm staff/social worker should implement a social skills unit in the area of need.</li> <li>7. Thoroughly check room for any markings.</li> </ol> <p>All logs, forms, etc. are to be turned in to immediate supervisor</p>	<ol style="list-style-type: none"> <li>1. The supervisor is responsible for notifying the staff and requesting the schoolwork for the student.</li> <li>2. The supervisor is responsible for making sure that the staff receive their proper break times as mandated by their contracts.</li> <li>3. The supervisor will make sure the dining room is notified about meals.</li> <li>4. The supervisor is responsible for contacting the Health Center to ensure medication is delivered if needed.</li> <li>5. The supervisor is required to assign a staff person to complete the necessary documents. Supervisor will route all documents to the designated people and place all documents in the student's file.</li> <li>6. Inform security and request hourly check-ins</li> </ol>
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## **MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS FOR ON CAMPUS REASSIGNMENT**

Restrictions to sit in a chair should be modified by permitting the student to stand or move around in a specific area in the room.

Younger students could stand or sit on a big pillow or bean bag chair.

More frequent reminders to stay in the area may be needed.

Frequent review of the responsibilities of the student serving On Campus Reassignment may be needed.

Students may need to review the incident that resulted in the On Campus Reassignment frequently.

Reducing the amount of time for sitting or standing may be needed.

Visual timers or clocks may be used to show the student how much time has elapsed.

Visual schedules for the day may be posted for students.

A highly structured schedule may be followed for those students who experience difficulty attending for any length of time.

Changing activities every fifteen minutes may be needed for the younger student.

### **Guidelines for staff working in On Campus Reassignment**

1. Students are required to cooperate with all staff during the On Campus Reassignment experience.
2. Students shower when other students are not using the restrooms.
3. The student is not allowed to use the phone unless a parent request.
4. The staff is responsible for documenting the behaviors of the student while on duty.
5. The student may have an exercise period for thirty minutes during each shift, except overnight.
6. The overnight supervisor will check the safety of the staff and student.
7. The student should stay in his/her assigned room unless accompanied by staff.
8. The student is permitted to attend any religious services.
9. The student is not permitted to visit any other student while in On Campus Reassignment.
10. The student's clothes and toiletries will be kept under staff supervision.
11. The student is not permitted to have any snacks or drinks from the machines.
12. The student is not permitted to have any makeup in the On Campus Reassignment Room.
13. The student is permitted to use the electronic devices for instructional purposes only. These items are not to be viewed for recreational purposes by the student.
14. The student is not permitted to have any kind of games, text pagers, cell phones.
15. The last person on duty directs the student to sweep his/her room and strip the bed.
16. The last person on duty takes the log sheets to the supervisor.
17. If the student's On Campus Reassignment time finishes at 3:00 p.m., send him/her to the dorm.



## **Guidelines for students in On Campus Reassignment**

1. Students are not permitted to call anyone except their parents.
2. Students stay in their assigned rooms unless accompanied by staff.
3. Students must cooperate with the staff while in On Campus Reassignment.
4. Students may use electronic devices for instructional purposes only. These items are not to be viewed for recreational purposes by the student.
5. Students are permitted to attend religious services while in On Campus Reassignment.
6. During school week, students in On Campus Reassignment will take their showers while the other students are not in the area.
7. Students are not permitted FOOD OR DRINKS from the machines.
8. Students are not permitted to play games.
9. Students cannot bring their own pillows or blankets from the dorm. They must use a blanket and pillow provided by ISD.
10. Students are not permitted to have makeup while in On Campus Reassignment.
11. Students are required to bring a change of clothing and toiletries for each day. These items should be locked in the closet.
12. Students are not permitted to visit with each other.
13. When students are finished with On Campus Reassignment, they sweep the floor and strip the bed.

## **SECTION 5**

### **EMERGENCY USE OF PHYSICAL RESTRAINT AND/OR SECLUSION**

An emergency situation is defined as a situation in which immediate physical restraint is needed to protect students, other persons, or the physical environment.

“Physical restraint” means holding a student or otherwise restricting his or her movements, which includes only the use of specific, planned techniques (e.g., the children’s control position and “team control”). The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.

“Seclusion” means, per the CRDC, the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Emergency situations will be avoided by utilization of preventative techniques as taught in the Nonviolent Crisis Intervention program.

The use of physical restraint shall be subject to the following requirements. Physical restraint may only

be employed when:

- A. the student poses a physical risk to himself, herself, or others,
- B. there is no medical contraindication to its use, and
- C. the staff applying the restraint have been trained in its safe application
- D. And Only as a last resort

Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect to themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat.

A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that such freedom appears likely to result in harm to the student or others.

If physical restraint is used more than three times, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedure(s) used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education.

Parents/guardians will be notified by phone immediately when an emergency procedure is used and will receive a written report, which will be completed within twenty-four hours of the incident.

Emergency intervention will be documented by using three forms:

Summary of Parent Conference Form (via telephone)

- 1. Crisis Incident Report Form
- 2. Skyward Incident Report Form
- 3. ISBE use of Physical Restraint Form

A crisis team will be established for emergency procedures.

## Potential Crisis Team Members

CRISIS TEAM/School	CRISIS TEAM/DORM
4-5 CPI Certified Staff	4-5 CPI Certified Staff
Educators	Residential Care Workers
Teacher Aides	Supervisors
Principal/Assistant Principal	

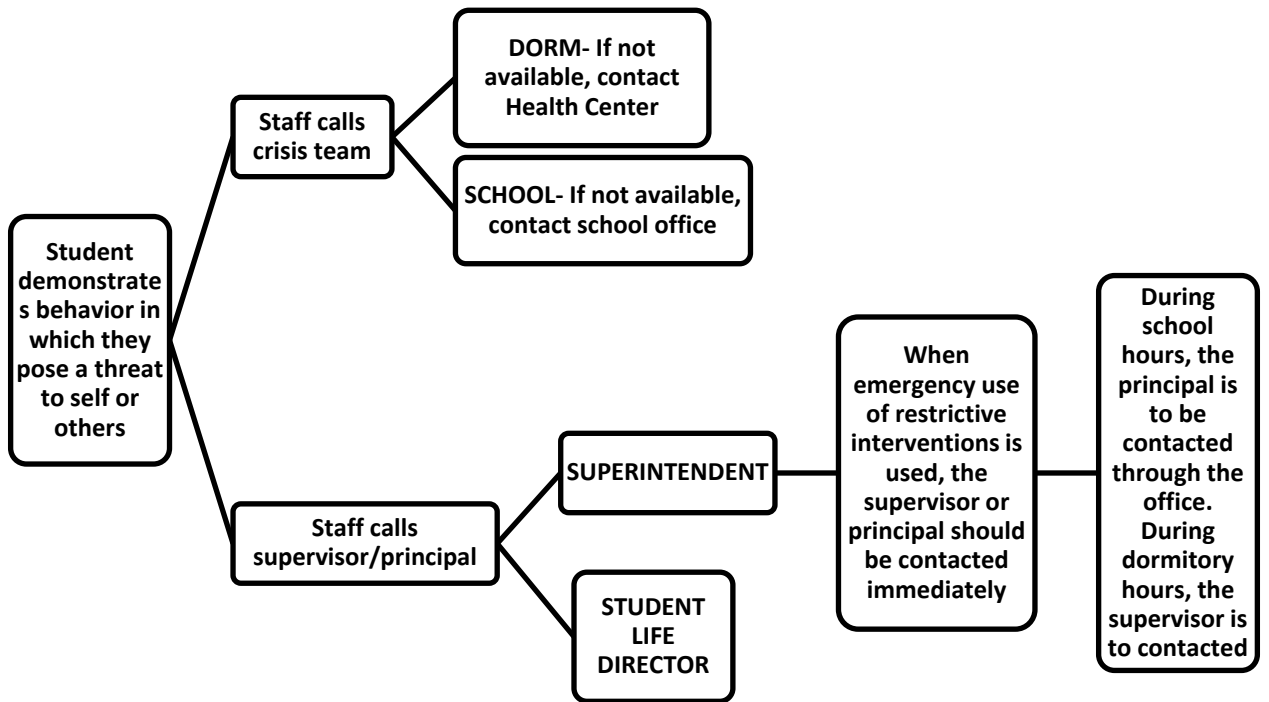
In order to achieve this in each unit, the supervisor should develop a chain of command to implement the Crisis Team. After developing this list, it will be POSTED in a place accessible to all staff. The Calling Protocol will be posted next to the Crisis Team list.

The student's social worker will be contacted after each incident.

Records are to be kept of each incident when Time-out is implemented. (See Time-Out Log)

All documentation should be on file for the Behavioral committee to review.

**Contact protocol for use of restrictive interventions**



## **SECTION 6**

### **PROTECTION AND DUE PROCESS RIGHTS**

#### **Notification and Parental Involvement**

The student's parents/guardians will be informed of the rationale, procedures and possible outcomes of a behavior intervention plan developed at an IEP meeting. The parents will also receive a copy of the behavioral plan with the IEP. For any behavioral intervention plan, the parents/guardians have the right to be actively involved in the development of the plan.

#### **Documentation in the IEP**

The use of behavior intervention plans must be documented in the student's IEP. A copy of the plan, along with the goals and objectives, must be part of the IEP. A behavior intervention plan may not be implemented without its inclusion in the student's IEP. For a student who already has an IEP in place, an IEP meeting will be reconvened for the purpose of adding a behavior intervention plan.

#### **Appeal and Due Process Procedures**

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 School Code, are applicable to the resolution of disputes involving behavioral intervention plans.

If the parents/guardians disagree with a proposed behavioral intervention or any aspect of its implementation, the school will work with the parents/guardians to attempt resolution of the dispute. The parents/guardians may request a Level I due process hearing as provided by Sections 226.605 and 226.615 of 23 Illinois Administrative Code.

The Illinois School for the Deaf will ensure that parents/guardians are fully informed of their due process rights.

### **RIGHTS, RESPONSIBILITIES AND PROCEDURES OF DUE PROCESS**

An Impartial Due Process Hearing may be requested for the following non-disciplinary reasons:

1. Objection to signing consent for a proposed eligibility review or initial placement.
2. Failure upon request of the parents/guardians, the student, to provide an eligibility review evaluation.
3. Failure to consider evaluations completed by qualified professional personnel outside

of the school district.

4. Objection to a proposed special education placement or a major change in placement.
5. Termination of special education placement.
6. Failure to provide a special education placement consistent with the findings of the eligibility review evaluation and the recommendations of the multi-disciplinary conference.
7. Failure to provide the least restrictive special education placement appropriate to the child's needs.
8. Provision of special education instructional or resource programs, or related services in an amount insufficient to meet the child's needs.
9. Recommendation for the graduation of a child with a disability.
10. Failure to ensure the provisions found in 23 Ill. Adm. Code, Section 226.400.
11. Failure to comply with any of these rules and/or the School Code.
12. Failure to provide a child with a disability a free, appropriate public education.

Receipt of a request for an impartial due process hearing shall cause the child to remain in his/her current placement unless a mutual agreement is reached between the parents and the school until the matter is resolved.

A Parent/guardian and/or student who wishes to appeal to the Level I due process must do so within ten school days of the action. The appeal must be made to the superintendent of the school. If the parent/guardian is not satisfied with the results of the due process hearing, they may elect to take civil action if further consideration of the decision is denied.

## **APPEALS PROCEDURE**

Appeals Procedure Refer to Handbook on:

**Rights, Responsibilities and Procedures** pgs. 69 - 71 for Appeals procedure.

## **STAFF TRAINING AND PROFESSIONAL DEVELOPMENT**

The school will develop a plan to ensure ongoing professional training in the use of behavioral interventions. Training of school personnel having the most contact with students that require behavioral interventions should be emphasized. All training activities should be documented.

Training activities may include in-service given by consultants, workshops conducted by district personnel, professional conferences and university training and course work.

## SECTION 7

### GLOSSARY OF SELECTED TERMS

(From Illinois State Board of Education's Guidelines for the Development of District Policies for the Use of Behavioral Interventions in the Schools)

**Allow student to escape task** - allow student to avoid task or situation (e.g., leave area, excuse from participation).

**Aversive mists, aromatics, tastes** - use of a spray or substance with an unpleasant taste, noxious odor, or aversive physical sensation in order to terminate or control an undesired behavior.

**Aversive stimulus** - an unpleasant or punishing stimulus, such as an object, event, or situation, that occurs immediately after a specified behavior in order to suppress that behavior. It is a stimulus the individual will actively work to avoid.

**Behavioral intervention** - an intervention which is based on the methods and empirical findings of behavioral science designed to influence the behavior of one or more individuals.

**Behavioral intervention plan** - a written behavioral plan developed as part of the IEP to address a serious behavioral problem. It is based on a functional analysis of the student's behavior and describes the interventions to be used, methods of evaluation, and provisions for coordinating with the home.

**Call/Notify parent** - contact parent to inform of student's performance (e.g., notify parent of student's completion or lack of completion of in-class assignments/goals). NOTE: This intervention does not include requiring parent to remove student from class or school. If parent is required to remove student from school, this then becomes a suspension (refer to definition of suspension).

**Contingent exercise** - requiring student to engage in physical exercise contingent on performance or nonperformance of a target behavior (e.g., requiring student to do push-ups because of misbehavior). With extensive use or negative student reaction, this procedure should be viewed as corporal punishment and, therefore, is prohibited. (This shall not include prolonged maintenance of a student in a physically painful position--ISBE legal department.)

**Detention (before/after school/lunch)** - the student is required to attend school outside of normal class hours as a form of punishment (does not include extra instruction for academic purposes).

**Detention (counseling, verbal reprimand, etc.)** - the student is detained until the staff person is satisfied, they understand the seriousness of their situation.

**Differential reinforcement** - reinforcement of a target behavior or any behavior other than a specified inappropriate behavior (e.g., positively reinforce on-task behavior while ignoring off-task behavior).

**Direct instruction**- a sequenced and structured teaching approach that is academically focused and marked by activities where goals are clear, allocated instructional time is sufficient, performance of students is monitored closely, teacher questions are designed to produce many correct responses, and feedback to students is immediate and academically oriented. The goal of this approach is to move students through a sequenced set of materials or tasks.

**Environmental modification** - changing the environment in order to influence a target behavior (e.g., alter seating, change task, modify curriculum).

**Exclusion from extracurricular activities** - the student is prohibited from participation in extracurricular activities as a form of punishment (does not include exclusion due to failure to meet eligibility requirements or other prerequisite standards for participation).

**Expulsion** - removal of the student from school for, not to extend beyond, the balance of the current school year. Expulsion which constitutes a change in placement requires a revision to the IEP. Expulsion is a prohibited intervention when there is a cessation of services.

**Extinction** - reinforcement of a previously reinforced behavior (e.g., ignoring humorous but inappropriate comments).

**Faradic skin shock** - the use of electrical shock to control behavior or as punishment.

**Food delay** - food is contingently delayed for a specified period of time (e.g., detain student from lunch break for 15 minutes).

**Forced physical guidance** - physical guidance or redirection of any body part of the student (e.g., student refuses to pick-up item; he/she is manually guided to pick up object with hand over hand prompts).

**Functional analysis** - an assessment process for gathering information that is used in the development of behavioral interventions.

The objective of functional analysis is to understand the structure and function of a target behavior in order to develop and strengthen more appropriate alternative behaviors. Using functional analysis, a detailed description of the target behavior is developed, antecedents and consequences of the behavior are noted, controlling variables are identified, and the communicative and functional intent of the behavior is determined. A functional analysis may include a wide array of procedures to determine the function of the target behavior.



**Highly Restrictive interventions** - interventions that are intrusive to an individual, produce a negative physical response such as pain or severe discomfort, and carry a high probability of negative side effects. Highly restrictive interventions are deemed inappropriate under most circumstances.

**Inhibiting devices** - devices that do not restrain physical movement but inhibit specific actions (e.g., a baseball cap to inhibit head scratching).

**Instructional assignment** - creation or modification of instructional assignment to increase the student's motivation, attention, success, etc.

**Manual restraint** - use of the minimum amount of physical force necessary to hold or restrain an individual (e.g., an individual holds a physically aggressive student in order to protect the student or others from injury).

**Mechanical restraint** - a device that physically restrains movement of the individual (e.g., harness restraint). Mechanical restraints prescribed by a physician or used as a safety procedure for transportation (e.g., seat belt) are not considered behavioral interventions.

**Modeling** - a process in which one person learns by observing the behavior, attitudes, or affective responses of another person (e.g., student observes others engaging in cooperative turn-taking).

**Negative practice** - repetitive practice of inappropriate behavior to the point of satiation (e.g., student who tears up assignment must tear up 50 pages).

**Non-aversive/Positive stimulus/approach** - a positive, pleasant non-punishing stimulus, such as an object, event, or situation that occurs immediately after a specified behavior to increase that behavior. It is a stimulus used to support the learning of more effective and acceptable ways of behaving.

A non-aversive or positive behavior intervention approach is designed to support people with challenging behaviors in learning more effective and acceptable ways of behaving. This approach encompasses three fundamental elements: a) the use of educative or "positive" behavior change procedures, which include identifying the functions of behavior before treating it, teaching the use of more appropriate alternate behaviors to replace inappropriate behavior, changing or controlling events which either precede or follow misbehavior, and distinguishing between emergency procedures and proactive programming; b) selection of interventions based on the impact of an intervention on the student's physical freedom, social interaction, personal dignity, privacy, as well as clinical utility; and c) prohibition or significant restriction of the use of procedures viewed as excessively aversive to or disrespectful of the individual.

**Nonrestrictive interventions** - interventions that carry a low risk of negative side effects.

With extensive use, these interventions may become restrictive in nature. If an intervention classified as "nonrestrictive" adversely affects student learning or extreme negative behaviors

occur in response to the intervention, it should be considered a restrictive intervention.

**On Campus Reassignment (OCR)** - the student is placed in a separate environment with one-on-one supervision. They will receive their education, and grades are not affected.

**On Campus Reassignment-School (OCR-S)**-the student is restricted to classroom during school hours.

**On Campus Reassignment-Dorm (OCR-D)**-the student is restricted to a separate room in the dorm or Health Center during dorm hours.

**Peer involvement** - the use of a student's peers to influence behavior (e.g., cooperative group, peer modeling, peer tutoring).

**Planned to ignore** - a type of extinction procedure in which the teacher ignores (i.e., withdraws attention) a target inappropriate behavior.

**Positive practice overcorrection** - repetitive practice of appropriate behavior which is incompatible with problem behavior.

**Positive reinforcement**- providing a reinforcer (e.g., praise, points, tokens) contingent upon a target response in order to increase the frequency of the response (e.g., praising student for cooperative turn-taking).

**Prohibited interventions** - prohibited by law.

**Prompting** - a cue (visual, auditory, physical) is presented in order to facilitate a given response (e.g., teacher uses hand signal to remind student to remain on task).

**Proximity control** - the use of physical proximity to control behavior (e.g., standing near student, eye contact).

**Punishment writing** - an aversive stimulus in which the student is required to write a specified amount or for a specified period of time.

**Redirect student (physically)** - Physically redirect the student from an inappropriate behavior/activity (e.g., with hand on student's elbow, teacher walks student away from one activity to another).

**Redirect student (verbal, nonverbal signal)** - Either by verbal or nonverbal signal, redirect the student from an inappropriate to appropriate behavior/activity (e.g., teacher gives student hand signal when student should redirect himself/herself).

**Response-cost** - withdrawal of specified amounts of a reinforcer (e.g., tokens) in response to a target inappropriate behavior (e.g., teacher takes away points for fighting).

**Restitution over correction** - student is required to overcorrect or improve on the original state of affairs (e.g., student who litters is asked to sweep entire floor).

**Restraint** - the restriction by mechanical means, physical holding, or otherwise restricting the movement of a student's limbs, head or body.

**Restrictive interventions** - aversive and deprivation procedures which carry a high risk of negative side effects. Greater planning, supervision, documentation, and caution must be exercised in their use.

**Satiation** - a procedure in which large amounts of a reinforcer are given so that its effectiveness is diminished and the behavior that is associated with it ceases to occur (e.g., student who steals gym towel is given so many towels that he/she begins to give them back).

**Self-management** - a collection of strategies designed to increase a student's management and control of his/her own behavior. These strategies include training the student in self-monitoring, self-evaluation, and self-reinforcement.

**Serious behavioral problem** - behavior, which is self-injurious, assaultive, causes damage or is grossly inappropriate to the school setting. These include severe behavior problems that are pervasive and maladaptive, and which require a systematic and frequent application of behavioral intervention procedures.

**Shaping** - a procedure through which new behaviors are developed by systemically providing positive reinforcement to the student for closer approximations to the behavioral goal (e.g., in order to get student to remain seated at his/her desk, he/she first is regularly reinforced for entering the classroom, then for being near his/her desk, then for touching his/her chair, then for being seated appropriately).

**Suspension** - removal from school programs by administrative action for gross disobedience or misconduct for more than one (1) full class period and not exceeding 10 school days. The student receives a "0" grade in every class for each day of the suspension. The student, upon returning, is given an opportunity to make up the missed work. If the student does the work within the same days as the suspension, the student will receive the highest possible failing grade.

An out-of-school suspension is served off school grounds; on campus reassignment is served on school premises. Suspension from transportation resulting in the student's inability to attend his/her ordinary school program is a suspension from school. A student is not suspended when the nature and quality of the educational program and services provided during an on-campus reassignment are comparable to the nature and quality of the educational program and services required and otherwise provided to the student in the current placement. A suspension which constitutes a change in placement requires a revision to the IEP.

**Teach alternative behaviors** - teaching the student appropriate behaviors that are functionally equivalent to the undesired target behavior (e.g., teach student to make appropriate requests of peers to compete with grabbing behavior).

**Teach self-reinforcement** - teaching the student to self-monitor, self-evaluate, and provide positive self-reinforcement for the performance of desired target behaviors (e.g., teach student to self-evaluate his/her level of on-task behavior during a given period and choose appropriate desired activity as positive reinforcement).

**Time-Out - Exclusion Time-Out** - separating the student from the group and ensuring that he/she cannot see the group activity.

**Time-Out - Isolated Time-Out** - the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

**Time-Out - Observational Time-Out** - separating the student from the activity in the same environment.

**Token economy** - A system of individual reinforcement in which tokens (e.g., chips, points, check marks, paper money) are given for target behaviors. Tokens are used to obtain backup reinforcers (e.g., prizes, school supplies).

**Verbal feedback** - providing student evaluative information about his/her performance (e.g., informing the student that he/she is working well on a given task).

**Verbal reprimand** - chastising a student for inappropriate behavior

## Offense Definitions and Consequences for Disciplinary Action

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
Tardiness	Being late to a scheduled activity one is required to attend (TAR).	Counseling or verbal warning (2x)	1 lunch detention upon 3 <sup>rd</sup> tardy incident	1 after school detention
Littering	Discarding trash or other materials on the floor, grounds or other inappropriate places (LIT).	15-30 minutes clean-up duty	One-hour clean-up duty on campus	Two-hour clean-up duty
Possession of tobacco products on school grounds for students under 21.	Possessing tobacco products, e-cigarettes and vaping devices (PTP).	Confiscate material/device, counseling or verbal warning and phone parents	Confiscate material/device, 1-day detention or dorm restriction and counseling and phone parents	Confiscate material/device, 3-day detention or dorm restriction and counseling and phone parents
Failure to complete assignments.	Failing to completely follow through on an assignment or duty given by a staff member (FAI).	Counseling or verbal reprimand or 1-day detention	Counseling, 2-day detention and dorm restriction	Counseling, 3-day detention and dorm restriction
Loitering	Remaining in an area of the school or dorm for no apparent reason after being asked by staff to leave (LOI).	1-day detention or dorm restriction and verbal reprimand	2-day detention or dorm restriction	3-day detention or dorm restriction
Unauthorized area	Being in an area without permission from staff (UAA).	Counseling or verbal warning	1-day detention or dorm restriction	2-3-day detention or dorm restriction and phone parents
Cheating or lying	Being intentionally dishonest, untruthful, or deceptive (CHE).	1-day detention and counseling or verbal reprimand	2-day detention and dorm restriction	3-day detention and dorm restriction and withdrawal of privileges (town, trips, etc.)
Dress Code Violation	Inappropriate attire (Ex: sagging pants, low-cut top, hat or offensive wording) (DRE)  *Students will be required to wear a face covering per COVID-19 and IDPH regulations.	Counseling and/or verbal reprimand	1-day detention or room restriction	2-day detention or room restriction
Bus/van or public transportation misconduct	Improper conduct while riding the bus/van(BUS).	Assigned seat on next trip	Assigned seat for the next two trips and phone parents	Assigned seat for the remainder of the semester/year and phone parents

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
Insolence	Being disrespectful in speech or action (INS).	Counseling or verbal reprimand or 1-day detention or dorm restriction	2-day detention or dorm restriction	3-day detention or dorm restriction
Disruptive Conduct	Inappropriate behavior or disruption of an academic, recreational, therapeutic or planned dorm activity (DIS).	Counseling or verbal reprimand and 1-day detention or dorm restriction	2-day detention or dorm restriction	3-day detention or dorm restriction
Unauthorized petition	A student passes a petition around school or dorm without permission from authorized, administrative personnel (UNP).	1-day detention or dorm restriction and inform parents and verbal reprimand	2-day detention or dorm restriction and inform parents	3-day detention or dorm restriction and inform parents
Possession and/or viewing inappropriate materials	Holding of any material that is statutorily illegal (INA).	Confiscate material, counseling, and notify parent	Confiscate material, counseling and notify parents; possible lunch detention or dorm restriction	Confiscate and notify parents – create a plan for future incidents with student, parents, and staff
Non-staff possession or use of laser pointers.	A student has or uses a laser pointer (PLP).	Laser is confiscated. Counseling	Laser is confiscated. Counseling and/or verbal reprimand	Laser is confiscated; counseling and verbal reprimand
Unauthorized or inappropriate computer use	Unacceptable use of computers, E-mail or Internet privileges, as outlined in the <i>Student Use Agreement (COM)</i>	Reference <i>Student Use Agreement: Unacceptable Use and Consequence</i> form.		
Unauthorized or inappropriate use of cellular device/phone, gaming systems, personal/school laptops/tablets, televisions etc.	Use of school or personal equipment without staff permission. (PAG)	Device confiscated and held by school/dorm staff until 3PM or overnight. Parent contacted.	Device confiscated and held for two school days or two days during dorm time (parent contact permitted). Parent contacted.	Create a device usage plan with student, parents, and staff. (Advise parent on setting up parental controls.)
Aggressive behavior - verbal	Verbal inappropriate and unacceptable behaviors toward another student or staff member; socially unacceptable behavior that may endanger the student, people within the surrounding environment, or the environment itself. (AGV)	1-day detention or dorm restriction and counseling	2-day detention or dorm restriction and counseling	3-day detention or dorm restriction and counseling Upon 4th offense, will be documented and a meeting to set up a behavior plan, meet with social worker, etc.

<b>Level 1</b>	<b>Definition</b>	<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>
Aggressive behavior – physical	Physical inappropriate and unacceptable behaviors toward another student or staff member; socially unacceptable behavior that may endanger the student, people within the surrounding environment, or the environment itself. (AGP)	1-day detention or dorm restriction and counseling	2-day detention or dorm restriction and counseling	3-day detention or dorm restriction and counseling Upon 4th offense, will be documented and a meeting to set up a behavior plan, meet with social worker, etc.
Public Display of Affection	Socially unacceptable and/or inappropriate physical contact during the school day and at other school and dormitory social functions (example: extended hugging, kissing) (PDA)	Counseling or verbal reprimand	Counseling or verbal reprimand and 1-day detention or dorm restriction	Counseling or verbal reprimand and 1-3-day detention or dorm restriction
Sexual Misconduct (Level 1)	Sexually unacceptable and/or inappropriate sexual physical contact with another person (example: grabbing, touching, smacking) (SXI)	Counseling or verbal reprimand and 1-day detention or dorm restriction, phone parent, contact social worker	Counseling or verbal reprimand and 2-day detention or dorm restriction, phone parent, and contact social worker	Counseling and 3-day dorm restriction or 1-3-day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and phone parent, contact social worker
Sexual Harassment	Words, signs, body movements, vocalization, inappropriate touching, and or gestures that make someone feel nervous or uncomfortable (SXH)	Refer for Title IX Review		
Bullying (Level 1)	Bullying is aggressive behavior that (a) is intended to cause distress or harm, (b) exists in a relationship in which there is an imbalance of power or strength, and (c) is repeated over time. (BUL)	Counseling with social worker regarding bullying.	Lunch detention and bullying article with homework and possible 3-day dorm restriction.	Contact parents, 1:1 escort during school hours and 5-day dorm restriction

Other (OT1)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed (OT1)	The schools recognize that factors such as mitigating circumstances and new situations can have an impact on incidents (OT1). *Consequences decided upon severity of offense.		
Level 2	Definition	1st Offense	2nd Offense	3rd Offense
Use of tobacco products on school grounds	Tobacco use is prohibited on school grounds (see smoke-free environment policy) (SMI).	Counseling, 1-day detention or dorm restriction	3-day detention or dorm restriction with NO use of tobacco products and phone parents	5-day detention or dorm restriction with NO use of tobacco products and phone parents
Use of tobacco products for students under 21 (including vaping and e-cigarettes).	Tobacco use is prohibited for students under 21 (SMU) (including vaping and e-cigarettes).	Confiscate material/device, Counseling, possible 1-day detention or dorm restriction; no use of tobacco products	Confiscate material/device, possible up to 3-day detention or dorm restriction and phone parents; no use of tobacco products	Confiscate material/device, possible up to 5-day detention or dorm restriction and phone parents; no use of tobacco products
Cutting class	Being absent from class without authorization (CUT).	Counseling; Make up the work for decreased credit during 1-day detention	Make up the work for decreased credit during 2-day detention and phone parents	Make up the work for decreased credit during 3-day detention and phone parents
Bus/Van/Public Transportation Misconduct	Conduct endangering the health and safety of passengers/driver. (BUS)	Counseling, assigned seat on bus for next trip.	Create a plan on a case by case basis with student, parents, and staff.	
On or off campus without permission	Being on or off campus without proper authorization or notification to staff (PER).	Revoke on-campus and/or off-campus privileges for up to 2 days and phone parents	Revoke on-campus and/or off-campus privileges for up to 1 week and phone parents	Revoke on-campus and/or off-campus privileges for up to two weeks and phone parents
Unauthorized distribution of printed materials, videos and video games	The sharing of inappropriate and unacceptable computer, hard-copy, video, or any other commercially produced materials with other students and/or staff members (UND).	Confiscate material, counseling or verbal reprimand and 1-day detention or dorm restriction; Contact parents	Confiscate material, 2-day detention or dorm restriction and phone parents	Confiscate material, Phone parents and dorm restriction
Disrespect or insubordination	Failing to follow directions given by a staff member; being disrespectful to a staff member or another student (DIN).	Counseling or verbal reprimand and possible 1-day detention or dorm restriction	Counseling; possible lunch detention or dorm restriction and contact parents	Counseling; possible 2-day detention or dorm restriction and contact parents.
Intimidation or threats to others	Verbal or physical action which may result in physical and/or emotional harm to others (INT).	1-day detention, dorm restriction, phone parents/possible police contact and counseling or	2-day detention and dorm restriction and phone parents and possible police contact or possible 1-2-day OCR-S/OCR-D or	Phone parents and possible 1-3-day OCR or suspension



		possible 1-day OCR-S/ OCR-D or	suspension. suspension up to 1 week maximum in Behavior Transition in the dormitory	
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Level 2	Definition	1st Offense	2nd Offense	3rd Offense
Threat to self	Verbal or physical action which may result in physical harm (TTS).	Threats to self will follow "Emergency Psychiatric Services"		
Fighting	Engaging in a physical struggle or conflict between two or more individuals with the malicious intent of causing pain or injury (FIN or FIW).	1-2-day detention or dorm restriction and counseling or possible 1-3-day OCR or 2-day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory	3-4-day detention or 3-4-day dorm restriction and phone parents or 1-3-day OCR or 3-day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory	Up to 5 day detention or up to 5 day dorm restriction or 2-3-day OCR or 3-day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory
Sexual misconduct (Level 2)	Knowingly behaving in such a way that is in violation of school and social rules, policies and norms concerning sexual behavior whether the individuals involved consent to the act (SXM).	Refer for Title IX Review		
Theft	Taking someone else's property without that person's permission -- for the purpose of this code, stealing is limited to items valued under \$100 (THF).  *Also applies to SWE businesses	Notify parents and restitution and counseling and 1-2 days detention or dorm restriction	Notify police and parents, restitution and counseling; possible 1-3 days detention or dorm restriction	Notify police and parents, restitution and counseling; possible 1-3 days detention or dorm restriction
Trespassing	Entering the land, property, or dormitory room of another person after receiving notice not to enter or when the person is not present (TRE).	possible dorm restriction and counseling	1-3-day detention or dorm restriction and counseling	Notify parents, possible police contact, 3-5 days detention and counseling

Gambling	Betting or taking part in a game of chance or skill for money or material gain (GAM).	Notify parents and possible detention or dorm restriction and counseling	Notify parents and possible detention or dorm restriction and counseling	Notify parents and possible detention or dorm restriction and counseling
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Level 2	Definition	1st Offense	2nd Offense	3rd Offense
Damage to property (under \$100)	Destroying or damaging public or private property in a willful manner -- for the purpose of this code, property damage is limited to damage under \$100 (VAN).	Restitution and notify parents (including victim), counseling and possible 1-3-day dorm restriction or detention	Restitution and notify parents (including victim), counseling and possible 3-5-day dorm restriction or detention	Restitution and notify parents (including victim), counseling and possible 5-day dorm restriction or detention
Criminal damage to property (over \$100)	The willful destroying or damage of public or private property valued over \$100 (DAM).	Restitution and notify parents (including victim) and police, counseling and possible 1-3-day dorm restriction or detention	Restitution and notify parents (including victim) and police, counseling and possible 3-5-day dorm restriction or detention	Restitution and notify parents (including victim) and police, counseling and possible 5-day dorm restriction or detention
Unlawful assembly	Forming or participating in a group of three or more persons to cause violence, to do unlawful acts, or to disturb others (UNL).	1-day detention or dorm restriction	Notify parents and 2-day detention or dorm restriction	Notify parents and 3-day detention or 3-day dorm restriction
Forgery	Forging any document or using a forged document (FOR).	1-day detention or dorm restriction, phone parents and withdrawal of privilege	2-day detention or dorm restriction, phone parents and possible notify police and withdrawal of privilege	3-day detention or dorm restriction, phone parents and possible notify police and withdrawal of privilege
Other (OT2)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 2 infractions. The schools recognize that factors such as mitigating circumstances and new situations can influence incidents	*Consequences decided upon severity of offense		

	(OT2).	
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Level 3	Definition	1st Offense	2nd Offense
Excessive violations	Students with multiple discipline code infractions (EXV).	Parent conference and contact LEA	Parent conference, LEA contact, possible domain meeting and ER/IEP meeting
Absent from school without authorization	Absent from school without a valid excuse (AWA).	Phone parents and contact LEA and make up work for less than full credit	Phone parents and contact LEA and make up work for less than full credit – contact truancy officer (local students only)
Truancy	See Illinois School Code 5/26-3d through 5/26-15 (TRU)		
Gangs and secret societies	Recruitment for gang or cult membership; possession, display or use of gang or cult emblems, symbols, language inciting other students to intimidate, threaten or act with physical violence upon any other person (GSS)	Notify police and parents and contact LEA with possible domain meeting and/or ER/IEP.	
Possession of illegal materials	Holding of any material that is statutorily illegal (ILL).	Confiscate and notify police and parents and 1-3-day OCR or up to 3-day suspension and 1 week minimum in Behavior Transition in the dormitory	Notify police and parents and contact LEA and up to 5 day suspension and up to 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER
Threat to use a weapon	Any written or verbal threat to use a dangerous weapon to inflict harm on others (TEA).	Notify police and parents and immediate suspension pending convening IEP.	
Possession or use or transfer of a dangerous weapon	Possession or use or transfer of any item that is used with the intent of causing bodily harm (WEA).	Confiscate weapon, notify police, phone parents, contact LEA and Eligibility Review	

\*"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

**NOTE:** The Gun-Free Schools Act of 1994 require that the student be expelled from school for a period of not less than one year. If a student is determined to have brought a weapon to school under the jurisdiction of the agency (DHS), then such policy shall be construed in a manner consistent with the Individuals with Disabilities Education Act (IDEA) and may allow the chief administering officer of the agency, after a multi-disciplinary team has determined whether a relationship exists between the conduct and the disability, to modify such expulsion requirement for a student with multiple disabilities on a case-by-case basis. School personnel may order a change of placement up to 45 days if the student carries a weapon to school or to a school function.

**WEAPON** - As defined by the Illinois School Code - Expulsion period. The Board (DHS Secretary or Designee) may expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by- case basis.

Mandatory expulsion. A student who is determined to have brought a weapon to school, any school sponsored activity or event, or any activity or event which bears a reasonable relationship to school shall be expelled for a period of not less than one year, except that the expulsion period may be modified by the board on a case-by-case basis. For purposes of this Section, the term "weapon" means possession, use, control or transfer of any object which may be used to cause bodily harm, including but not limited to a weapon as defined by Section 921 of Title 18, United States Code, including BB guns and firearm as defined in Section 1.1 of the Firearm Owners Identification Act, use of weapon as defined in Section 24-1 of the Criminal Code, knives, guns, firearms, rifles, shotguns, brass knuckles, billy clubs, or "look-alikes" thereof. Such items as baseball bats, pipes, bottles, locks, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm. Reference: 105ILCS-5/10-22.6

Level 3	Definition	1st Offense	2nd Offense
Hazing	Any activity, tradition or amusement engaged in by students for the purpose of embarrassing or hurting another student (HAZ).	Notify police and parents, provide counseling	Notify police and parents and provide counseling for restorative justice.
Possession and/or use of over the counter medications or drugs	Any student possessing and/or using legal medications (OCM).	Confiscate the medication or drugs, counseling, & phone parents	
Possession and/or use of drug paraphernalia	Any students possessing material(s) that can be used to ingest illegal drugs (PDP).	Confiscate the paraphernalia, notify police and parents, counseling and mandatory drug education seminars.	
Possession and/or use of alcohol or marijuana	Possession and/or use of alcohol or marijuana (POA)	Confiscate the alcohol/marijuana, counseling, notify parents, mandatory alcohol education seminars and restriction in the dormitory or 1-3 days On-campus Reassignment.	
Possession and/or use of drugs	Possession and/or use of illegal drugs or look-alikes, is strictly prohibited. (DRU)	Confiscate of illegal drugs or look-alikes, phone police/parents/contact LEA. School personnel may order a change of placement for up to 45 days if the student knowingly possesses or uses illegal drugs or solicits the sale of controlled substance when on school property or at a school function.	

There are no second or third consequences for the following offenses because the incidents are serious enough that they do not warrant additional chances. Instead, an automatic IEP conference will be convened before permission to return to classes and dormitory. Attendance is required by student, parent(s) or legal guardian(s), and LEA.

- Note 1: Student will be suspended until the IEP can be held.
- Note 2: Intervention strategies such as counseling and behavioral management plan will be used when appropriate.
- Note 3: The police will be called only after permission from the Principal unless the student is a danger to self or to others (i.e.: assault or battery)

Level 3	Definition	1st Offense
Distribution or sale of drugs or alcohol	Selling or providing illegal drugs or alcohol including look-a-likes, is strictly prohibited (SAL).	Confiscate the illegal drugs or alcohol including look-a-likes, notify police, parents, and contact LEA and up to 5 day suspension pending legal action and upon return to ISD, 2 weeks minimum in Behavior Transition in the dormitory and ER/IEP conference.

Extortion	Obtaining sex, drugs, money, or other valuables from another person with force or coercion (EXT).	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action. Potential for Referral to Title IX Review
Robbery without a Weapon (ROB)  Robbery – With Weapon (ROF)	Taking the property of another by force or threat of force totaling \$100-300	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action.
Arson	Intentionally setting fires when there is the probability, they will cause property damage, bodily injury, or anxiety (ARS).	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action
Theft (over \$100)	Obtaining another person’s property illegally-- for the purpose of this code, theft applies to property valued at \$100 or more (LAR).	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action.
Bomb threat	Falsely telling someone that a bomb exists, or stating the intent to obtain or use a bomb (BOM).	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action.
Assault or battery – With Injury	Inflicting physical pain or injury or beating another person in a violent manner (BAT).	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action.
Possession or sale of stolen property	Having or selling property belonging to another person or the State without the consent of that person or the State (STP).	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action.
Break-in or forced entry	Breaking a lock, window, etc. or using force to get into a building, room, or vehicle with intent to steal or harm property or person (BRE).	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action.
False fire alarm	Intentionally activating a fire alarm with the knowledge that no fire or other reason to use the alarm exists (FFA).	Notify police, parents and contact LEA. Discipline to be determined on a case by case basis pending police action.

Level 3	Definition	1st Offense
Sexual abuse	Knowingly behaving in such a way that is in violation of school and social rules,	Notify police, parents, DCFS or Department on Aging and contact LEA. Discipline to be determined on a case by case basis pending police action.

	policies, and norms concerning sexual behavior (SXA).	Potential for Referral for a Title IX Review
Sexual assault	An act of sexual penetration by use of force or threat of force (SXB).	Notify police, parents, DCFS or Department on Aging and contact LEA. Discipline to be determined on a case by case basis pending police action.
Other (level 3)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 3 infractions. The schools recognize that factors such as mitigating circumstances and new situations can have an impact on incidents (OT3).	*Consequence determined on a case by case basic upon severity of offense. Possible Eligibility Review/IEP.

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