



Tri-Valley CUSD #3 Behavioral Intervention Procedures

**Approved by Tri-Valley
Board of Education
(6/15/22)**

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Introduction to General Policy

While all students with special needs enrolled in Tri-Valley CUSD #3 have individual education plans, our district utilizes the multi-tiered system of supports (MTSS) framework when addressing student behavior. At Tier 1, all students participate in program-wide proactive systems which are specific to the elementary, middle, or high school level (e.g. Leader in Me, Vikings of Valor, Student of the Month). At Tiers 2 and 3, behavioral interventions are implemented that are developed to support students beyond what is provided within the program-wide system.

A fundamental principle is that positive, non-aversive strategies and interventions designed to develop and strengthen desirable student's behaviors should be used whenever possible at Tiers 2 and 3. In accordance with this policy, positive interventions shall be given the highest priority and shall always accompany the use of more restrictive procedures.

Tier 3 behavioral intervention procedures may occur when a student's behavior is such that it poses a danger to themselves or others, results in destruction of property, demonstrates noncompliance with the program's rules and regulations, and/or is unable to access Free and Appropriate Public Education (FAPE).

When behavioral interventions are used, they will be used in consideration of the pupil's physical freedom and social interaction. They will be administered in a manner that respects human dignity and personal privacy that will ensure a pupil's right to placement in the Least Restrictive Environment (LRE).

District procedures are developed in accordance with 105 ILCS 5/14-8.05 and address student discipline, suspension and expulsion procedures, bus conduct, student misconduct, and the use of accompanied time out and physical restraint. Please see Appendices for specific policies.

Behavioral Oversight Committee

A five-member Behavioral Oversight Committee (BOC) was created consisting of the Superintendent or their designee, three district staff (with specializations in behavior management and behavioral supports) and a parent of a student.

The duties and responsibilities of the Behavior Oversight Committee are as follows:

1. Develop and review district policies and procedures on the use of behavioral interventions for students with disabilities who require such intervention.
2. Ensure that district policies and procedures emphasize proactive strategies and positive interventions designed to develop and strengthen desirable behaviors.
3. Review and monitor incidents involving the emergency use of restrictive interventions.
4. Ensure there is a procedure for the distribution of policy and procedures to parents and guardians of all students with individualized educational plans. These policies and procedures will be distributed:
 - Within 15 days after the policies and procedures have been adopted by the Board of Education.
 - Within 15 days after the Board of Education has amended its policies and procedures.
 - At the time an individualized education plan is first implemented for a student.
5. Ensure there is a procedure to inform its students annually of the existence of Tri-Valley CUSD #3 behavioral intervention procedures and policies.
6. Advise district administrators regarding issues arising from the use of behavioral interventions.
7. Advise the Board of Education regarding staff development in the area of behavioral strategies and interventions.
8. Ensure the dignity and privacy of students.
9. Ensure that Tri-Valley CUSD #3 adopts and maintain high professional standards and recommended practices in the use of behavioral interventions.

10. Identify staff or consultants qualified in the area of behavior interventions.
11. Review, at least twice yearly, student behavior and social emotional data (e.g., discipline referrals, physical management, social-emotional learning goal attainment), staff data (e.g., surveys, performance evaluation), and program administrator data (e.g., surveys) to determine professional development needs.
12. Identify guidelines for IEP teams regarding the consideration of a Functional Behavior Analysis and the potential development of a Behavior Intervention Plan for a student.

Staff Development on Behavior Strategies and Behavioral Interventions

On an annual basis, Tri-Valley CUSD #3 will ensure staff are adequately trained to implement proactive strategies and behavioral interventions by using available data and recommendations from the Behavior Oversight Committee to determine ongoing professional learning needs. In order to support staff with the implementation of Tri-Valley CUSD #3's behavioral intervention procedures, the following professional learning opportunities will be made available on a regular basis:

- Training and coaching opportunities in Tier 1 Proactive Strategies, including:
 - Annual new staff induction training/mentoring for all entering certified and noncertified staff in the behavior intervention/strategies specific to the elementary, middle, or high school level (e.g. Leader in Me, Vikings of Valor, Student of the Month), as well as training/mentoring on program specific social-emotional learning curriculum and materials, and classroom expectations and incentive systems
 - Biennial refreshers, updates, and targeted coaching in the behavior intervention/strategies specific to the elementary, middle, or high school level, program specific social-emotional learning curriculum and materials, and classroom expectations and incentive systems.
- Training and coaching opportunities in Tier 2 Nonrestrictive Interventions, including:
 - Annual new staff induction training/mentoring for all entering certified and noncertified staff in nonrestrictive environmental, instructional, and consequence strategies.
 - Biennial refreshers, updates, and targeted coaching in nonrestrictive environmental, instructional, and consequence strategies.
- Training and coaching opportunities in Tier 3 Restrictive Interventions, including:
 - Annual new staff induction training/mentoring for all entering certified and non certified staff in restrictive environmental, instructional, and consequence strategies, including CPI and/or certification training.
 - Annual physical management recertification training (i.e., CPI) for all certified and noncertified staff that may need to use physical restraint
 - Biennial refreshers, updates, and targeted coaching in restrictive environmental, instructional, and consequence strategies.

Multi-Tiered System of Supports for Behavior Management

Behavior management should be considered within the context of a multi-tiered system of support framework. For all students, Tier 1 strategies will be implemented that focus upon the teaching and reinforcement of prosocial behavior. These strategies will be taught and reinforced consistently in all school environments (e.g., classroom, hallways, common areas, bus pick-up/drop-off) by all school personnel. Behavior can be taught within the context of a social- emotional learning curriculum, academic instruction, and informal and ongoing incidental instruction.

For students in need of interventions outside of those provided within Tier I, small group or individualized interventions will be developed to address these students' needs. Tier II, or small group interventions are designed for those students who require supplemental behavioral support. Tier III interventions are developed for specific students who require more intensive support. Tier III interventions are most often documented within a specific or formalized behavior intervention plan and may include restrictive procedures.

The graduated implementation of more intensive and potentially restrictive interventions will be implemented within a system's framework. As such, specialized supports (e.g., related services personnel) are to be considered as appropriate at each tier.

Tier 1 Behavioral Proactive Strategies

Definition of Proactive Strategies:

Proactive strategies are strategies designed to be implemented with all students in which prosocial behaviors are taught, recognized, and promoted across all school environments.

The implementation of proactive strategies, specifically at Tier 1, are documented at both the teacher/program level and the student level. To ensure compliance with the tenets of the Tier 1 program, Fidelity Checklists are completed at least on an annual basis. The data from the checklists are aggregated and are reviewed by the Behavioral Oversight Committee to identify areas in which program implementation may need to be improved. In addition, student participation in Tier 1 activities and a review of student discipline referrals provide information pertaining to the success of the students' response to implementation. Student data is periodically reviewed by the Behavioral Oversight Committee to identify areas in which Tier 1 systems may need to be modified.

Examples of Tier 1 Strategies:

- Leader in Me
- Vikings of Valor
- Student of the Month
- Social-emotional lessons taught by guidance counselors and classroom teachers
- Principal luncheons and small-group or individualized positive time with students
- Mindfulness strategies
- Curriculum Maps
- Lesson Plans
- Classroom/program recognition of prosocial behaviors
- Classroom behavior management plans
- School-wide coordination of behavior expectations and plan implementation
- School-wide assemblies focusing on character traits
- Incentive systems

Tier 2 Behavioral Interventions

Definition of Tier 2 Nonrestrictive Interventions:

Tier II interventions are interventions that are more targeted and must be implemented by a staff member that is specifically trained in these interventions. These interventions may be used without the development of a written individual behavioral management plan or inclusion in the student individualized education plans. In addition to the proactive strategies, these interventions should be given the highest priority when selecting behavioral interventions for students. They are preferred, as they reduce potential for negative side effects from intervention, given that the emphasis is placed on positive behavior change(s) rather than behavioral control.

Depending upon the student's needs, IEP, etc., these interventions may actually be restrictive in nature. Certain interventions that are basically nonrestrictive could be considered restrictive in these circumstances:

- When they are used with a student on a frequent basis;
- If the procedure adversely affects student learning, or the learning environment;
- If extreme negative behavior occurs in response to the use of the procedure; and
- If the emphasis is on behavior control rather than behavior change.

Tier II intervention strategies are monitored for intervention effectiveness and implementation fidelity by each program's grade level team and/or program leadership team on a routine basis. Data is collected to determine students' response to intervention to the Tier II strategies.

Examples of Tier 2 Interventions:

- Re-Teach Expectations
- Remind students of Outcomes/Rewards
- Proximity Control
- Verbal Redirection
- Positive Reinforcement
- Planned Ignoring
- Acknowledge Effort
- Offer Calming Break/Quiet Time
- If/Then Statements
- Sensory/Movement Breaks
- Offer Choices

- Reduction in Stimuli
- Check-In/Check-Out
- Activity Checklists
- Peer Modeling
- Visual Scripts
- Pre-Teaching
- Non-Contingent Reinforcement
- Jump Starts
- Take 2 -temporary removal from the classroom with supervision by staff that does not exceed 2 minutes
- Response Cost

Functional Behavior Assessment (FBA):

A functional analysis of the target behavior of concern is critical to the understanding of the structure and function of the behavior and the development or strengthening of more appropriate replacement or desired behaviors.

In conducting a functional analysis, a wide range of procedures should be utilized to gain a valid understanding of the target behavior. This may include direct observation of the student across times and settings, interviews with the student as well as their teachers and parents, systematic manipulation of the student's environment, and completion of other assessment measures to gain a more complete understanding of the behavior. A functional analysis should include the following components:

- A detailed description of the target behavior of concern including data on the intensity, frequency, and duration of the behavior;
- A description of the settings in which the behavior occurs and an analysis of antecedents to and consequences of the behavior;
- A description of other environmental variables that may affect the behavior (e.g., medication, medical conditions, sleep, diet, schedule, social factors);
- An examination and review of the known communicative behavior and functional or practical intent of the behavior;
- A description of environmental modifications made to change the target behavior; and
- An identification of appropriate behaviors that could serve as functional alternatives to the target behavior.

Behavior Intervention Plan (BIP):

Section 14-8.05 requires that policies and procedures include criteria for determining when students with disabilities may require a behavior intervention plan. Each student receiving special education services who requires the use of a restrictive behavioral

intervention (e.g., more than two days in a thirty day period) should have a written behavioral intervention plan developed by the IEP team and included in the student's IEP. Prior to writing the new behavior intervention plan, the IEP team should review previous IEPs and discuss previous interventions attempted and their results. This plan should include the following:

- A summary of the functional analysis findings;
- A summary of previous interventions attempted;
- A detailed description of the behavior intervention(s) to be used to develop or strengthen alternative, more appropriate, behaviors (e.g., personnel involved in the intervention, all procedures used, data collection and monitoring procedures);
- A list of measurable behavior changes expected and method(s) of evaluation;
- A schedule for review of intervention effectiveness;
- A list of provisions for coordinating with the home (as needed).

Selection of Strategies:

A behavior intervention plan is a critical element of any successful behavioral intervention. Before an intervention is selected, a continuum of possible interventions designed to produce the desired behavioral change(s) will be considered. The least restrictive intervention that is reasonably calculated to produce the desired effect will be selected for implementation. When evaluating an intervention for possible use, Section 14-8.05 requires that the impact of an intervention on the student's physical freedom, social interaction, personal dignity, and privacy must be carefully considered. The following additional issues will be considered when evaluating a potential intervention:

- Speed and degree of effect (e.g., how rapidly and to what extent will the intervention impact the presenting problem(s)?).
- Durability (e.g., is the influence exerted by the intervention likely to be long-lasting or permanent?).
- Generalization (e.g., is the influence exerted by the intervention likely to extend to a range of settings?).
- Side effects (e.g., what negative side effects are likely to occur as a result of the intervention?).
- Empirical/Clinical validity (e.g., does the intervention have a reasonable scientific and clinical basis for use in attempting to influence the behavior of the student?).
- Social acceptability (e.g., how easily can the intervention be implemented without stigmatizing or otherwise devaluing the person experiencing the intervention?).

Section 14-8.05 requires that the district ensure that a behavioral intervention is carried out as prescribed in the behavior intervention plan, in accordance with generally

accepted professional practices, and consistent with written district policies and procedures. This involves training teachers, teaching assistants, and other personnel in the use of behavioral interventions and the ongoing monitoring of the intervention procedures. The use of more restrictive interventions requires greater planning, documentation, and supervision.

(See Appendix A for FBA/BIP Form Templates).

Tier 3 Behavioral Interventions

Restrictive and Highly Restrictive Interventions

Definition of Restrictive Interventions

Tier 3 interventions are those interventions that are considered appropriate during emergency situations or when less restrictive interventions have been attempted but have been shown to be ineffective. In general, restrictive interventions significantly impact delivery of instruction, change the environment where delivery occurs, or change the length of the academic day.

Restrictive interventions will only be used when less restrictive interventions have not been effective in addressing the problem or changing behavior. Restrictive interventions will be implemented for the minimum amount of time necessary to manage the student's behavior, be used only in conjunction with positive interventions designed to strengthen competing behaviors, and be replaced by less restrictive procedures as soon as reasonably possible. If restrictive interventions are implemented routinely for chronic behaviors (e.g., target behavior exhibited more than 3 times per week requiring restrictive intervention), a functional analysis of behavior (FBA) will be completed and documented, and a behavior intervention plan (BIP) will be written. Appropriate modification of the student's IEP should be completed.

Examples of Tier 3 Restrictive Interventions:

- Lunch detention
- In-school suspension - designated placement and predetermined amount of time during which the student has access to all services
- Detention
- Exclusion from academic field trips
- Imposed physical guidance (escort)
- Temporary removal from the classroom

Definition of Tier 3 Highly Restrictive Interventions:

Highly restrictive interventions should only be utilized after a functional analysis of behavior (FBA) has been completed and documented, a behavior intervention plan (BIP) has been written, and appropriate modification of the student's IEP has been completed. In the event of an emergency, highly restrictive interventions can be implemented without the completion of an FBA/BIP; however, consideration of the need for the FBA/BIP should be made subsequent to the emergency situation in which one or more of the highly restrictive interventions have been implemented.

Examples of Tier III Highly Restrictive Interventions:

- Out of School Suspension e.g. Crisis Intervention Behavior Stabilization (CIBS)
- Physical Management (Restraint)- CPI Only Any physical restraint model used by a school district or serving entity must adhere to 23 IAC 1.285. The model must follow training requirements per 23 IAC 1.285(i).
- Expulsion with continuing access to special education services
- Time Out (must comply with Illinois State School Code and approval from Behavior Oversight Committee)

In-School and Out-of-School suspensions are considered to be Tier III Restrictive and Highly Restrictive Interventions.

Per Illinois State Statute 105 ILCS 5/10-20.14, the length of an out-of-school suspension (e.g., 1-3 days; 4 days; 5-10 days) requires differing levels of due diligence when responding to the severity of the student's behavior. In all instances, the impact of the student's behavior on others must be considered when identifying the length of the suspension. What (if any) interventions or services and supports have been implemented must be articulated; and a re-engagement plan/meeting for the student upon return to school must be facilitated. (See Appendix for Sample Suspension Letters and Forms).

Zero tolerance policies are prohibited; all out-of-school suspensions will be determined on a case by case basis. For students who are suspended from school or from the bus, opportunities will be provided to make up missed school work and receive equivalent credit.

Tier III intervention strategies are monitored for intervention effectiveness and implementation fidelity by each program's grade level team and/or Behavioral Oversight Committee on a routine basis. Data are collected to determine the student's response to intervention to the Tier III strategies.

Decision Guidelines for Highly Restrictive Interventions

(The most recent ISBE guidance was considered in the creation of the following procedures. If Illinois Law or ISBE guidance changes, those laws and guidance will supersede these procedures until this document can be revised.)

- Overarching rule is an immediate danger **of serious physical harm** to self or others.
- Please note – the standard intervention for removal is an escort (CPI)
- Impact of student size on Physical Management Decisions
 - When a student is too large for staff to safely physically manage (e.g., student is larger than staff), physical management techniques will not be used without an approved plan from the program administrator
 - Upon student enrollment in the program, if student size is an issue of concern, an approved plan will be developed together with Administration that outlines Tier 3 Highly Restrictive Interventions that may or may not include physical management techniques -In the event that physical management cannot be safely performed on an individual student, then building protocol will be followed, including, but not limited to calling 911.
- *When not to use*
 - Students will not be subjected to physical restraint for using profanity or other verbal displays of disrespect for 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. For example, if a student uses profanity or verbal threat but is not escalating and/or is not disruptive to the other students.
 - There is medical contraindication to the use of physical management.
 - The student is physically non-compliant (e.g., student slides to floor) but there is no risk of potential harm to self or others or ongoing disruption to the learning environment.
 - By staff who have not been trained in a District endorsed training (CPI).
 - Disruption is repeated and escalating behavior (e.g., significant physical, verbal, or nonverbal) that impedes the learning of the other students and requires support beyond momentary periods of physical restriction (e.g., brief escort). For example, student's behavior escalates from tapping desk to pounding desk while direct instruction is taking place and other proactive and minimally restrictive interventions have not been effective (e.g., request that student leave the area)
 - What is guiding versus what is brief escort? Guiding is defined as physically

assisting an individual who is willing to move while brief escort is defined as physically moving an individual who is unwilling to move.

The following individuals must be informed of the student's BIP, including crisis plan discussions:

- Building leadership
- Other building personnel as designated by the building principal
- IEP team
- Program administrator
- Liaison officer
- General Ed. teachers or paraprofessionals that work with the student.

The use of a restrictive or highly restrictive procedure will be documented and includes the following elements:

- A. Description of the time, place, events, and participants in the incident that required the use of a restrictive or highly restrictive intervention(s);
- B. Description of the restrictive or highly restrictive intervention(s) used, including all the staff involved with the intervention(s);
- C. Description of injuries and/or property damage;
- D. Description and dates of previous incident(s) leading to present event;
- E. Student's response to the restrictive or highly restrictive intervention; and
- F. Recommendations for avoiding similar incidents in the future.

(See Appendix B for Documentation of the Use of Physical Management Form to be completed when an incident occurs and given to parent/guardian, following the timeline and procedures of the Illinois State Board of Education.)

(See Appendix C for State Board of Education Guidelines for Dissemination of Procedures/Policy)

(See Appendix D for District Student Discipline Policies and Procedures)

(See Appendix E for District Use of Isolated Time Out and Physical Restraint Policy)

Notifications and Parent Rights

Tri-Valley CUSD #3 will notify parents/guardians of the district's policy for the use of isolated time out, time out, or physical restraint as part of the information distributed annually or upon enrollment pursuant to Sections 105 ILCS 5/10-20.14(a) and 105 ILCS 5/14-8.05(c) of the School Code.

Tri-Valley CUSD #3 will make a reasonable attempt to notify the student's parent or guardian on the same day the isolated time out, time out, or physical restraint is imposed. Documentation will be provided to the parent within one business day, which may be accomplished by personal service, electronic delivery, or by mailing the documentation within one business day. Documentation should be completed by the school district or serving entity. The documentation must include, at a minimum, a copy of the form required to be submitted to the State Superintendent. The school district or serving entity must designate an official to receive and maintain these records [23 IAC 1.285 (j)(3)]. The school official designated must be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred, [23 IAC 1.285(f)(2)] and the record described below should be completed by the beginning of the school day following the episode of time-out or physical restraint. A written record must be maintained in the student's temporary record for each incidence of isolated time out, time out, or physical restraint.[23 IAC 1.285(f)(1)]

No later than two school days after the use of isolated time out, time out, or physical restraint occurred, the school district, or other entity serving the student will notify the State Superintendent of these highly restrictive procedures being used.

Family Involvement: Parents and/or guardians have the right to be involved in the development of any behavioral intervention/management plan utilizing restrictive procedures. Such involvement includes, but is not limited to, participating in the designing, implementation, and evaluation of interventions. Parents and guardians will be provided with copies and/or explanations of the functional analysis conducted and the behavioral management plan developed for their child.

Notification: The student's parents or guardian will be provided written notification of the rationale, procedures, and possible outcomes of a behavioral intervention/management plan developed at an IEP meeting, in accord with the special education requirements.

Documentation in the IEP: All children with disabilities have a right to a free and appropriate public education, as specified in the federal and state statutes. For students receiving special education services, the IEP is the linchpin for ensuring that a student is provided appropriate educational and related services. Because behavioral

procedures represent powerful interventions designed to enhance the benefits a student derives from the educational setting, the use of such procedures will be documented in the child's IEP. The behavior intervention plan (BIP) will be developed to address a specific behavior, with a copy of the plan attached to the IEP document. Under no circumstances shall a behavior intervention plan (BIP) be implemented without its inclusion in the child's IEP. For a student who already has an IEP established, an IEP meeting will need to be reconvened for the purpose of modifying the existing IEP.

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, shall be applicable to the resolution of disputes involving behavioral intervention plans.

If the parent or guardian disagrees with a proposed restrictive behavioral intervention, Tri-Valley CUSD #3 will work with the parent to attempt resolution of the dispute. The parents may request a due process hearing as provided by Section 226.605 and 226.615 of 23 Illinois Administrative Code.

Parents Educational Rights and Responsibilities can be found at the following website:
https://www.isbe.net/Documents/parent_guide_english.pdf

Time Limits of Restrictive Interventions

Whenever an episode of isolated time out or time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period:

- A. A licensed educator or licensed clinical practitioner knowledgeable about the use of isolated time out or time out or trained in the use of physical restraint, as applicable, will evaluate the situation.
- B. The evaluation will consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
- C. The results of the evaluation will be committed to writing and copies of this documentation will be placed into the student's temporary student record and provided to the official designated under subsection (j)(3)" [23 IAC 1.285(f)(3)].

Additional meetings required if multiple restrictive interventions are used.

When a student experiences instances of isolated time out, timeout or physical restraint on three days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents will initiate a review of the effectiveness of the procedures 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," according to 23 IAC 1.285(f)(4). The school district or serving entity will invite the student's parents to a review and provide 10 days' notice of its date, time, and location. The notification will also "inform the parents or guardians that the student's potential need for special education, an alternative program, or for students already eligible for special education, the student's potential need for a change in program, will be considered and that the results of the review will be entered into the temporary student record," per 23 IAC 1.285(f)(4)(B). 34 This review does not require a full IEP or Section 504 team meeting, but the requirements could be met by conducting an IEP or Section 504 meeting, as appropriate. As with any other meetings, parents may agree to waive the requirement that they attend, may agree to waive the requirement for ten days' notice, or may agree to waive the meeting altogether. If the parent agrees to waive the meeting altogether, the IEP team or Section 504 team must still conduct their review and complete the required forms for amending the IEP or 504 plan.

Prohibited Interventions

Definition of Prohibited Interventions:

Prohibited interventions are those that are illegal or inappropriate for the student population and should not be implemented under any circumstances.

Examples of Prohibited Interventions:

- Corporal Punishment*
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure*.
- Expulsion with cessation of special education services*
- Mechanical Restraints (excludes restraints prescribed by physician or used as a safety procedure for transportation).

o Chemical restraints

- Denial or restriction of access to regularly used equipment/devices that facilitate the child's educational functioning, except when this equipment is temporarily at risk for damage.
- Supine or prone physical management

Staff Training

For all staff who will be called upon to utilize highly restrictive interventions, Tri-Valley CUSD #3 will provide, at a minimum, “at least eight hours of developmentally appropriate training annually” Developmentally-appropriate training is training that takes into consideration children’s age, grade level, and disabilities.

Training is required in the following areas:

- A. crisis de-escalation;
- B. restorative practices;
- C. identifying signs of distress during physical restraint and time out;
- D. trauma-informed practices; and
- E. behavior management practices

Isolated time out, time out, or physical restraint will be applied only by individuals who have received annual systematic training on less restrictive and intrusive strategies and techniques to reduce the use of isolated time out, time out, and physical restraint based on best practices and how to safely use time out and physical restraint when those alternative strategies and techniques have been tried and proven ineffective. requirements and investigation of injuries and complaints; and ix) demonstration by participants of proficiency in administering isolated time out, time out, and physical restraint.

District Review of Policy and Data

School districts and other entities should review their current policies and procedures that may be required in light of the new regulations on restraint and timeout. In addition, the written procedures must include “a description of the district's or other entity's annual review of the use of isolated time out, time out, or physical restraint, which, at a minimum, shall include: A) the number of incidents involving the use of these interventions; B) the location and duration of each incident; C) identification of the staff members who were involved; D) any injuries or property damage that occurred; and E) the timeliness of parental or guardian notification, timelines of agency notification, and administrative review” [23 IAC 1.285(j)(5)].

If Parents or Staff Have Complaints:

Any parent or guardian, individual, organization, or advocate may file a signed, written complaint with the State Superintendent alleging that a local school district or other entity serving the student has violated this Section. The complaint shall include all of the following: A) the facts on which the complaint is based; B) the signature and contact information for the complainant; C) if known, the names and addresses of the students involved and the name of the school of attendance; D) a description of the nature of the problem, including any facts relating to the problem; and 38 E) a proposed resolution of the problem to the extent known.

Appendices

Appendix A: Functional Behavioral Analysis/Behavior Intervention Plan Forms

Functional Behavioral Assessment

Student Name: _____ Date: _____ Grade: _____
 Gen. Ed. Teacher: _____ Sp. Ed. Teacher: _____
 School: _____ IEP: ☐ Yes ☐ No

Functional Behavior Assessment: Student Strengths & Preferences:

4. Setting Event: What are the environmental events that make problem behavior occur?



2. Trigger/Antecedent: What happens immediately before problem behavior occurs?



5. Expected Behavior
Long Term Goals:

1. Problem Behavior(s)

7. Replacement Behavior
Short Term Goals: List small steps to reach desired behavior:



6. Expected Universal Consequences
What happens when desired behaviors occurs?



3. Maintaining Consequence/Function
What happens immediately after problem behavior occurs (pay off for student)?

Behavior Intervention Plan

Student Name: _____ Date: _____ Grade: _____
 Gen. Ed. Teacher: _____ Sp. Ed. Teacher: _____
 School: _____ IEP: ☐ Yes ☐ No

Behavior Intervention Plan: List Previous Interventions Attempted:

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Setting Event Strategies	Antecedent Strategies Behavior	Teaching Strategies	Consequence Strategies
How can you modify environmental events to prevent behavior from occurring?	What can we do to prevent problem behavior from occurring?	<input type="checkbox"/> Skill Deficit or <input type="checkbox"/> Performance Deficit What is needed to teach desired behavior?	What Positives will you do to reward desired behavior?
			What will you do to minimize rewards of problem behavior?

Is a restrictive intervention needed? If so, describe: ☐ Yes ☐ No

Is a crisis plan required? If so describe or attach: ☐ Yes ☐ No

Appendix B: Documentation of Use of Physical Management - ISBE Form

<https://www.isbe.net/Documents/11-01-Physical-Restraint-Time-Out-Form.pdf>

Utilize this link to view the Illinois State Board of Education's Documentation Form, to be completed when an incident occurs, following the timeline and procedures of the Illinois State Board of Education.

Appendix C: State Board of Education Guidelines for Dissemination of Procedures/Policies

Copies of this document, and any other policies and procedures adopted in relation to the use of behavioral interventions for students with disabilities who require behavior intervention, shall be provided to parents and guardians of all students with individualized education plans within fifteen (15) days after they are adopted by the Board of Education, and at the beginning of each school year thereafter. Copies of such policies and procedures shall be provided to the parents and guardians of a student at the time an individualized education plan is first implemented for the student. In addition, the administrator or designee shall be responsible for informing students of the existence of such policies and procedures on an annual basis.

References:

<http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K14-8.05>

SB100: <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=099-0456>

ISBE IEP Forms: <http://www.isbe.net/spec-ed/pdfs/34-54-iep-forms.pdf>

District policy is in accordance with 105 ILCS 5/14-8.05 Sec. 14-8.05

<http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K14-8.05>

Appendix D: District Student Discipline Policies and Procedures

The handbooks of Tri-Valley Elementary School, Tri-Valley Middle School, and Tri-Valley High School are approved annually by the Tri-Valley CUSD #3 Board of Education.

Refer to these handbooks for sections outlining student discipline policies and procedures, including suspension and expulsion procedures, student bus conduct, and discipline of students with disabilities.

Appendix E: Use of Isolated Time Out and Physical Restraint Policy

Purpose and Definitions

The purpose of this Policy is to govern the use of isolated time out and/or physical restraint with students to ensure the safety of self or others. Isolated time out (commonly referred to as “seclusion”) 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. Secluding a student by placing a student in a room alone and closing the door is prohibited by the Illinois State Board of Education. Physical restraint means holding a student or otherwise restricting his or her movements. Physical restraint includes only the use of specific, planned techniques. Physical restraint does not include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices, accomplished with limited force and designed to: (1) prevent a student from completing an act that would result in potential physical harm to him/herself or another, or damage to property, or (2) remove a disruptive student who is unwilling to leave the area. Isolated time out and physical restraint, as defined in this Policy, are permitted only as a response to behavior that impacts a safe and orderly environment for learning, and only to the extent that their use is necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used to administer discipline (i.e., punish) to individual students. The use of isolated time out or physical restraint shall comply with the Illinois State of Education (ISBE) rules, “Requirements for the Use of Isolated Time Out and Physical Restraint” at 23 Ill. Admin. Code Section 1.285 and Tri-Valley CUSD #3's written procedures. This Policy does not apply to the restriction of a student's movement when that restriction is for a purpose other than the maintenance of a safe and orderly environment, such as the appropriate use of a safety belt in motor vehicles or placement of student with physical disabilities into devices to assist with standing, sitting, or movement within the school environment.

Written Procedures

Tri-Valley CUSD #3's Behavior Oversight Committee will implement and monitor the procedures on the use of behavioral interventions for students as outlined in “Tri-Valley CUSD #3's Behavioral Intervention Procedures”. The committee shall review and follow the State Board of Education's guidelines on the use of behavioral interventions. Tri-Valley CUSD #3 staff must follow these written procedures whenever isolated time out or physical restraint is used. District staff

shall document each use of isolated time out or physical restraint as set forth in these written procedures.

Information to Parents/Guardians

Tri-Valley CUSD #3 will furnish a copy of "Tri-Valley CUSD #3's Behavioral Intervention Procedures" which includes this Policy to parents/guardians of all students within 15 days after their adoption or amendment by the Board of Education or at the time an IEP is first implemented for a student. All students shall be informed annually of the existence of "Tri-Valley CUSD #3's Behavioral Intervention Procedures" which includes this Policy. At the annual IEP review, a copy of "Tri-Valley CUSD #3's Behavioral Intervention Procedures" which includes this Policy shall be available and explained to parents/guardians.

LEGAL REF.: 105 ILCS 5/10-20.14, 10-20.33, and 14-8.05(c) 23 Illinois Admin. Code A.a. 1.280, 1.285

DATE ADOPTED: 6/15/22