



Clinton CUSD #15

*Behavior Process, Procedures, & Policy
Manual
2023-2024*



Dear Parents,

This is a manual to help define the approach Clinton CUSD #15 uses to outline and train staff, communicate to families, and provide guidelines as to how behavior will be approached within all five of the schools within the Clinton CUSD #15 district.

This is based on Illinois State Board of Education parameters, Illinois School Code, and appropriate legal guidance on how school districts must approach addressing behaviors within the school.

We understand that many of the terms may be new or unfamiliar, so we have provided a glossary in the back to help define some of the most commonly referred to acronyms and words used throughout this document.

If you have any concerns in regards to this policy, you may direct your questions to the building principals. (listed below)

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Jessica Patrick

Clinton Elementary School
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Thank you,

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Special Education Administrator

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Table of Contents

| | |
|--|-------|
| Introduction to General Policy | 4 |
| Clinton CUSD #15 Behavior Management Guidance | 5-6 |
| Behavior Oversight Committee | 7-8 |
| TCSEA Staff Development on Behavior Strategies and Behavioral Interventions | 9 |
| Multi-Tiered System of Supports for Behavior | 10 |
| Tier 1 Behavioral Strategies | 11 |
| Tier 2 Behavioral Interventions | 12-15 |
| Tier 3 Behavioral Interventions | 16-18 |
| District Use of Isolated Time Out and Physical Restraint Policy | 19 |
| Decision Guidelines for Physical Management/Highly Restrictive Interventions..... | 20-21 |
| ISBE Guidance Document..... | 22-23 |
| Notifications..... | 24-27 |
| Prohibited Interventions | 28 |
| Staff Training..... | 29 |
| District Student Bus Conduct | 30 |
| Parent Dictionary..... | 31-33 |
| Appendices | 34 |
| FBA/BIP Form Template (A)..... | 35-36 |
| Acknowledgement for Parents (B)..... | 37 |
| District Student Suspension & Expulsion Procedures (C)..... | 38-39 |
| District Student Discipline Policy (D)..... | 40 |
| Documenting the Use of Physical Management Form (E)..... | 41 |

Clinton CUSD #15 Behavior Process, Procedures, & Policy Manual

Introduction to TCSEA's General Policy

While all students with special needs enrolled in Clinton CUSD #15 have individual education plans, each 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 (e.g., PBIS). 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 student's physical freedom and social interaction. They will be administered in a manner that respects human dignity and personal privacy that will ensure a student'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.

Clinton School District 15 Behavior Management Guidance

Behavior Modification and Discipline Procedures

The Clinton special education staff uses positive reinforcement, encouragement, and modeling as our primary behavior modification techniques in a student's treatment program. At times, however, students may show problem behaviors that interfere with their progress, and cannot be modified through the use of these techniques. In general, the procedures described below are implemented on a continuum that begins with the least restrictive form of intervention. Restrictive procedures are only used when less restrictive techniques do not work and a student is presenting a danger to themselves or others. Our behavior modification and discipline program uses the following procedures:

1. **Positive Reinforcement**: A procedure used to increase appropriate behaviors. Examples include praising a student for effort, earning money that can be traded in for privileges, and providing access to special privileges when a student shows appropriate behavior.
2. **Encouragement**: Enlisting students' best effort by supporting them in their efforts, reassuring them that effort is more important than success, and helping them to self-evaluate.
3. **Modeling**: A procedure in which adults utilize their relationships with a student and demonstrate desired skills for the student.
4. **Restitution**: Procedures that require students to restore the environment when they have performed behaviors that have altered or damaged the environment. For example, a student who draws on their desk would be directed to clean up the desk.
5. **Extinction**: A procedure used to decrease inappropriate behaviors. This primarily involves ignoring inappropriate behaviors. For example, if a student performs an inappropriate behavior to receive adult attention, that behavior will be ignored if it is not too disruptive. Other students may receive positive reinforcement for ignoring the behavior as well.
6. **Redirection**: A procedure that identifies an appropriate behavioral alternative for a student who is demonstrating mild inappropriate behavior. The student is directed to engage in the appropriate behavior. For example, the student might be instructed to put his/her hands down or to keep them quiet.
7. **Natural or Logical Consequences**: Procedures that allow a student's inappropriate behavior to generate a natural or logical social/environmental response instead of using a formal intervention technique. An example of a natural consequence might be if a student breaks a toy, they lose the use of that toy. An example of a logical consequence might be as follows: if a student lies or otherwise violates trust, they lose privileges associated with trust.

8. **Positive Practice**: Procedures used to teach new behaviors and/or decrease inappropriate behavior. For example, a student who runs down a hall may be directed to go back and walk down the hall.

9. **Token Economy**: Procedures used in conjunction with the money system; Token is lost for an inappropriate behavior, but can be re-earned by demonstrating an appropriate behavior. For example, a student may lose two tokens for lying, but earn one back for telling the truth.

Behavior 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 TCSEA 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 Clinton School Board of Education.
 - Within 15 days after the Clinton School 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 the Clinton CUSD #15 policies and procedures.
6. Advise District Administrators regarding issues arising from the use of behavioral interventions.
7. Advise the District Administrators regarding staff development in the area of behavioral strategies and interventions.
8. Ensure the dignity and privacy of students.
9. Ensure that Clinton CUSD #15 adopt 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, SEL goal attainment, SEL screener), 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 Assessment and the potential development of a Behavior Intervention Plan for a student.

13. Collaborate with the District's Parent Advisory Council (PAC) on an annual basis to review (and revise if needed) the Behavior Management policies and procedures.

Clinton CUSD #15 Staff Development on Behavior Strategies and Behavioral Interventions

On an annual basis, Clinton CUSD #15 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 Clinton CUSD #15 *Behavior Management 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 PBIS basics, program specific SEL curriculum and materials, and program specific school-wide and classroom expectations and incentive systems
 - Biennial refreshers, updates, and targeted coaching in PBIS, program specific SEL curriculum and materials, and program specific school-wide 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 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.

Clinton CUSD #15 supports a Multi Tiered System of Supports (MTSS) approach that looks at academics, behavior, and social-emotional needs as 3 separate strands of interventions. Our staff should approach behavior in regards to student conduct as a form of communication and work to identify the antecedents, behavior, and consequences in order to help shape the behavior. Our staff should approach the social emotional needs of students by looking at the whole child, in regards to regulation of emotions and peer and adult interactions in all settings. CUSD #15 will align all social emotional learning to the Illinois Social and Emotional Learning (SEL) Standards provided by ISBE. Administration, staff, students, and families should all be in communication when working through interventions through the MTSS process.

Clinton CUSD #15 uses the Embrace MTSS computer program to document interventions and movement through the Tier levels. *(refer to Clinton MTSS Handbook for detailed description of process)*

Tier I 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 I Strategies:

- PBIS
- Mindfulness strategies
- SEL curriculum (e.g., Second Step, Zones of Regulation, Collaborative Classroom, Conscious Discipline)
- Curriculum Maps
- Lesson Plans
- Classroom/program recognition of prosocial behaviors
- Classroom behavior management plans that expand upon PBIS in specific classrooms
- School-wide coordination of behavior expectations and plan implementation
- Incentive systems

Tier II Behavioral Interventions

Definition of Tier II 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; or
- 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.

Tier II interventions is different from Tier I in a variety of ways: increase time (30 minutes additional instruction in addition to core instruction, smaller group size, more intensive instruction, layering of 2 different interventions Tier I & Tier II). Interventions must be put into place for 6-8 weeks and then the student progress must be used to determine the impact of the intervention.

Before moving to Tier III highly restrictive interventions and with parent consent, an FBA/BIP must be developed and implemented. (see pg. 14)

Examples of Tier II 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 (CICO)
- 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
- Forced Choice Survey/Inventory

Functional Behavior Assessment (FBA): (See Appendix A for FBA/BIP Form Templates).

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. Clinton school district requires parent consent prior to conducting an FBA.

In conducting a functional assessment, 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 III Behavioral Interventions

Restrictive and Highly Restrictive Interventions

Definition of Restrictive Interventions

Tier III 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 assessment 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.

See Appendix B for positive behavior strategies to try prior to using restrictive interventions.

Tier III interventions are different from Tier II in a variety of ways: increased time (60 minutes additional instruction in addition to core instruction, smaller group size (1:1 or 1:2 teacher/student), more intensive instruction, layering of 2 different interventions Tier I & Tier II). Interventions must be put into place for 6-8 weeks and then the student progress must be used to determine the impact of the intervention.

Examples of Tier III Restrictive Interventions for all students:

- Imposed physical guidance (escort)
- Temporary removal from the classroom

Examples of Tier III Restrictive Interventions for students with an IEP must address the continuation of FAPE, access to general education/peers, and continuation of their services. The following could impact these areas and must be considered when making decisions.

- 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

Definition of Tier III Highly Restrictive Interventions:

Highly restrictive interventions should only be utilized after a functional assessment 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.

See Appendix B for Parent Acknowledgement Letter whose students are in programs where restrictive interventions might be used.

Examples of Tier III Highly Restrictive Interventions:

Examples of Tier III Highly Restrictive Interventions for students with an IEP must address the continuation of FAPE, access to general education/peers, and continuation of their services. The following could impact these areas and must be considered when making decisions.

- Out of School Suspension
- 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 is collected to determine the student's response to intervention to the Tier III strategies.

**Clinton Process for students in Crisis and/or use of Isolated Time Out (ITO)
& Physical Restraint Procedures/Documentation**

1. If a student exhibits behavior that is concerning to the teacher, staff will make a priority to use de-escalation strategies as the first attempt to manage behavior (see pg. 5 & 6).

2. Read Illinois legal guidance on ITO and physical restraints provided in this Behavior Process, Procedures, & Policy Manual.
3. Special Education Teachers and paraprofessionals working in Emotional Disability programs will be required to complete Crisis Prevention Intervention (CPI) training and other de-escalation training for a total of 8 hours.
4. Building administration has an identified crisis team which includes a primary level of staff that has strong skills in de-escalating behaviors. This team should be called on as needed. These teams should include one staff member outside of the teacher directly involved in the crisis incident. This allows an attempt for de-escalation by a person uninvolved/related to a specific incident.
5. Programs for students with emotional disabilities will be provided with a radio communication system to connect staff as needed if an unsafe incident occurs with any individual student. This prioritizes safety and supervision if staff is required to leave a school environment to address a behavior need.
6. If an isolated time out or a restraint is needed the following steps will be taken:
 - a. One person will begin to document every few minutes using the blue behavior notes form provided by the district/building administration. Document everything that the student and staff are saying and doing.
 - b. Important to include any complaints/requests by student and how the staff responded
 - c. Have an administrator assess the situation and determine if a SASS call is needed.
 - d. Following the incident complete physical restraint form. (*Appendix E*)
 - e. Copies of physical restraint form and behavior notes need to be filed in the school office temporary file and submitted to the director of special education and school building administrator. The school building administrator will document in Skyward and with ISBE.
 - f. If physical restraint exceeds 15 minutes, have the building assigned team leader complete an evaluation of the incident.
 - e. Call parent and/or mail incident form home within 24 hours of the incident (*Appendix E*).
 - f. Team debriefing meeting to complete follow-up information
 - g. Debriefing meetings include staff members involved in an incident with at least one other crisis team member to discuss the incident and make decisions and complete follow up.

Use of Isolated Time Out and Physical Restraint

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 Clinton 15'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. .

****Clinton school district does not use ITO as there are no spaces designated for that use in any of the school buildings.*

Written Procedures

Clinton CUSD #15 Parent Advisory Council, along with other staff and individuals with knowledge and expertise in the development and implementation of behavioral interventions, will form a committee to develop, implement, and monitor procedures on the use of behavioral interventions for students. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a reference. Written procedures governing the use of isolated time out and physical restraint shall be developed by the district Superintendent. These procedures will be developed with input from the district's

Parent Advisory Council along with other staff and individuals with knowledge and expertise in the development and implementation of behavioral interventions. Clinton CUSD #15 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 the written procedures.

Information to
Parents/Guardians

Clinton CUSD #15 will furnish a copy of this Policy and the behavioral intervention procedures to parents/guardians of all students within 15 days after their adoption or amendment by the Board of Control or at the time an IEP is first implemented for a student; all students shall be informed annually of the existence of this Policy and the procedures. At the annual IEP review, a copy of this Policy shall be given to the parents/guardians. The Policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the 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

ADOPTED: June 2021

UPDATED: June 2021

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

Decision Guidelines for Physical Management

- 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)
 - 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.
 -
- 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)

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 E for a copy of physical management form to be completed when this document was created. The following website contains the most recent Physical Restraint Documentation Form created by the State of Illinois.

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

For In-School Suspension (see Appendix C for Notification forms)

For Out-of-School Suspension: Program Administrator contacts Director of Programs & Services or designee (see Appendix C for Notification forms)

For Clinton Discipline Procedures by building (see Appendix D)

For Crisis Process for CUSD #15 staff see page 9)

Notifications for all Students

Clinton CUSD #15 will notify parents/guardians of the district's procedure 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.

Clinton CUSD #15 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.

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. *(See Appendix E for written notification for parents)*

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. Parent consent will be required before any functional behavior analysis or behavior intervention plan is conducted. 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. Parents will be provided a copy of any paperwork. Staff will open a file and put any concerns into the Embrace MTSS system.

Notifications for students receiving special education services through an IEP

The following 2 policies are used as basis for processes and procedures that have been put into place in this manual.

#1) Misconduct by Students with Disabilities

Behavioral Interventions Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Executive Director or designee will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students TCSEA/ Clinton CUSD #15 shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20

U.S.C. §§1412, 1413, and 1415.

Gun-Free Schools Act, 20 U.S.C.

§3351 et

seq. 34 C.F.R. §§300.101,

300.530 - 300.536. 105 ILCS

5/10-22.6 and 5/14-8.05. 23

Ill.Admin.Code §226.400.

Honig v. Doe, 108 S.Ct. 592

(1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with

Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: March 25, 2009

UPDATED: January 27, 2016

#2) State Board of Education Guidelines Dissemination of Policy

Copies of this policy, and any other policies and procedures adopted in relation to the use of behavioral interventions for students with disabilities 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>

Processes for student receiving special education services:

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, the Clinton CUSD #15 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 accompanied 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, accompanied 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).
- **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, Clinton CUSD #15 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.

Districts 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.

District Student Bus Conduct

All students must follow Clinton CUSD #15 School Bus Safety Guidelines. The Executive Director, or any designee as permitted in The School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to, the following:

1. Prohibited student conduct as defined in the Board policy, 7:190, *Student Discipline*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Executive Director or designee deems to threaten the safe operation of

the bus and/or its occupants. If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, in collaboration with the district of residence, Clinton CUSD #15 may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. Clinton CUSD #15 regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Electronic Recordings on School Buses:

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety. Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse Clinton CUSD #15 for any necessary repairs or replacement.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99 105 ILCS 5/10-20.14, 5/10-22.6, and 10/1 et seq.720 ILCS 5/14-3(m).23 Ill.Admin.Code Part 375, Student Records

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:340 (Student Records)
ADOPTED: December 19, 2007 UPDATED: January 27, 2016

PARENT DICTIONARY

Antecedents: situations that occur before a student behavior i.e. environment, location, time of day, peer/adult interaction, etc.

Behavioral Intervention - A method or technique used to influence a student's actions.

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

Business Day - Monday through Friday except for Federal and State holidays.

CICO- Check In Check Out- used with students when they are assigned a teacher/staff member to check in during intervals throughout the day regarding behavior or work

CPI- Crisis Prevention Intervention- a training that includes de-escalation strategies and how to do a physical restraint safely

Consent - A voluntary agreement by parents to let the school take action which affects their child. Consent is shown by the parent's signature on a form or letter which describes the action the school wants to take. Consent is also required to release confidential information and to implement a child's initial IEP.

Day - A calendar day, unless otherwise indicated as a "business day" or "school day."

Due Process - A legal process through which persons with disabilities or their parents may challenge decisions made by the IEP team or school district.

Due Process Hearing - A formal hearing conducted by an impartial hearing officer to hear and decide disagreements between parents and schools in a way that is fair to the student, the parent, and the school. The hearing is conducted by an impartial hearing officer appointed by the Illinois State Board of Education.

Eligible - A decision that determines a student meets the requirement for and is in need of special education and related services. The decision is based on the results of the evaluation and the conclusions reached at the eligibility conference

Evaluation - Collecting information about a student and any problems that may affect his/her educational development for the purpose of determining eligibility for special education and related services.

Free Appropriate Public Education (FAPE) - The words used in the federal law IDEA to describe the rights of a student with a disability to receive special education and related services which will meet his/her individual learning needs, at no cost to the parent

FBA- Functional Behavior Assessment- looking specifically at behaviors using antecedents, behavior, and consequence to help determine the behavior's function and what interventions may be helpful to shape the behavior.

Fidelity Checklist- a list that verifies that instruction and interventions were delivered as intended

Individualized Educational Program (IEP) – The written educational plan for a student receiving special education and related services with goals and objectives to be attained during a calendar year.

Individualized Educational Program (IEP) Team - The group of individuals who determine the special education and related services to be provided to an eligible child.

Individualized Educational Program (IEP) Conference - A meeting held to develop, review, and consider changes in a student's special education a related services and educational placement.

ISBE- Illinois State Board of Education

ITO- Isolated Time Out- staff directs student to have time away from the group

Time Out/Away- student chooses a time away from a group to calm down

PBIS- Positive Behavior Intervention Supports- proactive system for addressing behaviors in the school setting

Placement - The identification of special education and related services and development of an instructional program and setting for a student.

Present Levels of Performance - Statements in an IEP that specifically describe what a student can or cannot do.

Referral - The process of requesting that a student be evaluated for special education and related services. Any concerned person may refer a student, including teachers, principals, parents, other agency personnel, or the student.

School Day - Any day, including a partial day, during the regular school year that students are in attendance at school for instructional purposes.

SEL- Social Emotional Learning- an area of student progress relating to their social emotional skills and not their academic skills within the school setting

Suspension - Removal from school programs by administrative action for gross disobedience or misconduct.

TCSEA- Tri-County Special Education Association- a special education cooperative that serves Clinton CUSD #15 along with 15 other school districts in our area in Central Illinois by providing special education services through school psychologist, school social workers, special education administrators, and sometimes speech & language pathologists.

Zero Tolerance- a discipline procedure that equates specific discipline referrals for a behavior type with the same consequence for every student.

Parent dictionary terms were taken from "A Parent's Guide: The Educational Rights of Students with Disabilities, Revised 2001" published by the Illinois State Board of Education.

Appendices

Appendix A:

FBA/BIP Form Template (In Embrace just one sample there are other formats)

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:

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

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

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

Appendix B:

Acknowledgement for Use of Behavior Modification, Discipline, and Crisis Intervention Procedures at Clinton School

I acknowledge that I have been given an overview of the Behavior Modification, Discipline and Crisis Intervention Procedures used at Clinton School have been explained to my satisfaction. I understand that if I have questions about these procedures now or at any time, Clinton staff will answer them. I hereby consent to the use of these procedures with _____(name of student). I understand that I will be informed of all instances when Physical Restraint is used with the above named student.

Signature of Parent/Guardian_____

Relationship to Student_____

Student Signature_____

Signature of District Representative_____

Title_____

Date_____

Completed at IEP Staffing ONLY!

My school district has offered me a written copy of the “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities.”

Initials _____

Appendix C:

Clinton CUSD #15 Student Suspension & Expulsion Procedures

DUE PROCESS – SUSPENSION & EXPULSION

The Constitution of the State of Illinois states that "a fundamental goal of the People of the State is the educational development of all persons to the limits of their capabilities." However, when citizens act irresponsibly, violate the rights of others or present an actual or threatened danger to persons or property, they are subject to lose some of their rights.

Such is the case with the right to education. When a student commits an act of gross disobedience or misconduct, the right to an education may be temporarily forfeited. No student shall be deprived of his/her right to an education without due process of law. Due process is afforded to guarantee that the accused person has a chance to present a defense, to explain the circumstances of the alleged improper actions or attempt to prove innocence.

A Supreme Court decision has held that prior to the imposition of a suspension the following procedures shall be observed:

- * The suspending school officer shall give the student oral or written notice of the charges and evidence to support the charges.
- * If the student denies the charges, an opportunity shall be given the student to present an explanation in a conference with the suspending school official. The school official shall then inform the student whether or not the suspension is to be imposed.

The court also stated that students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school. In such cases, the requirements of notice and hearing shall follow as soon as possible.

In addition to the procedures required by the United States Supreme Court, and Illinois statute and a Federal Court of Appeals decision outline the following in suspension cases:

- * The student's parent/guardians must be notified immediately by the principal or superintendent of the reason(s) for the suspension, including a copy of the rules and regulations allegedly violated, the number of days of the suspension (may not exceed 10 school days) and the right to appeal the suspension to the local school board.
- * At the hearing conducted by the school board or hearing officer appointed by the Board, the student has the right to legal counsel at his/her own expense, the right to question the person who made the decision to suspend, the right to present and question witnesses and the right to make a statement on his/her own behalf.
- * If requested by the student, the parent/guardian, or their representative, a transcript of the proceedings may be kept, at no cost to the school.
- * If the suspension is reversed, all references in the student's records shall be removed, and the school shall afford whatever assistance is necessary to make up school work that is missed.

In expulsion cases, the following is required:

- * The student and student's parent/guardians shall be notified of the reasons for the expulsion, including a copy of the rules and regulations allegedly violated, the length of the expulsion (not to exceed two calendar years), and the date, time and place of the school board meeting.
- * At the hearing by the school board, the student has a right to counsel at his/her own expense, the right to question the person who made the recommendation to expel, the right to present and question witnesses and the right to make a statement in his/her own behalf.
- * If requested by the student, the parent/guardian, or their representative, a transcript may be kept of the proceedings.

The differences in suspension and expulsion are as follows:

- * A suspension is for a period not to exceed 10 school days; an expulsion is for a period not to exceed two (2) calendar years.
- * The principal or assistant principal may suspend a student; only the local Board of Education may expel a student.
- * A student may be suspended prior to a hearing; a student may not be expelled until after a hearing.

In the interest of helping students, the school district may (but is not required to) assist in providing or locating alternative educational opportunities for the suspended or expelled student. These alternative

opportunities could include homebound or telephone instruction, reading lists, adult evening classes or alternative school meetings.

**Appendix D:
Clinton CUSD #15 Student Discipline Policy**

The discipline system is designed to communicate to students and parent/guardians what is expected of students and to assure the cohesive and consistent application of consequences for certain acts of misconduct. While the discipline system may be used to assure consistent application of discipline, each act of misconduct giving rise to a cause for disciplinary action shall be judged on its own merit, and the administration reserves the right to impose more severe disciplinary sanctions than called for by the discipline system in situations where there is a major or particularly serious infraction, when a series of repeated infractions warrant a more serious disciplinary action, or when in the opinion of the administration such action is warranted. Further, the administration reserves the right to impose less severe disciplinary sanctions than called for as the situation warrants it. As it is impossible to anticipate all specific instances of misconduct, the administration reserves the right to impose a consequence for specific situations not addressed in the Clinton High School Student Handbook.

If you need more specific building level discipline information, please use the links below to access each building's handbook which holds the discipline policies.

Lincoln & Douglas Elementary School

Clinton Elementary School

Clinton Junior High School

Clinton High School

If you would like a copy of the written discipline procedures within the school handbooks, please contact the building principals.

Lincoln & Douglas Elementary School
(D) 217-935-6383
(L) 217-935-2987

Jessica Patrick

Clinton Elementary School
217-935-6772

Clinton Junior High School
217-935-2103

Jim Peck

Clinton High School
217-935-8337

Jerry Wayne

**Appendix E:
Documentation of Use of Physical Management Form**

[Physical Restraint and Time Out Reporting Form \(isbe.net\)](#)

- Sent to the student's parents or guardians within **24 hours** of the use of time out or physical restraint; and
- Emailed to ISBE at restrainttimeout@isbe.net within **48 hours** of the use of time out or physical restraint
- Emailed to Clinton director of special education at kveldman@cusd15.org within **48 hours** of the use of time out or physical restraint

Updated with input from the Behavior Oversight Committee June 2023

