

## **BEHAVIOR INTERVENTION POLICY**

Adopted: January 23, 1995

Revised: February 26, 2018  
Reviewed: February 26, 2018

### **I. PURPOSE**

The desire of the ROCORI School District is to provide a safe, positive, and effective learning environment. This policy supports the use of positive behavioral interventions as ROCORI staff members interact with students.

### **II. GENERAL STATEMENT OF POLICY**

- A. Whenever possible, District 750 staff are expected to use positive behavior approaches for student discipline.
- B. District 750 staff will not use conditional procedures for Behavioral Interventions as a customary discipline practice. This includes:
  - 1. Use of manual restraint,
  - 2. Use of mechanical or locked restraints,
  - 3. Planned use of suspension or dismissal from school,
  - 4. Time-out procedures (as defined in Minnesota Statute for seclusion,
  - 5. Temporary delay or withdrawal of regularly scheduled meals or water not to exceed thirty minutes.
- C. Staff may, however, use conditional procedures only in emergency situations.
  - 1. The emergency intervention must be the least intrusive intervention possible to reasonably react to the emergency situation.
  - 2. This part does not prohibit staff persons from using reasonable force to protect themselves or other pupils or students as provided in Minnesota Statutes.

### **III. DEFINITIONS**

- A. "Emergency" means a situation in which immediate intervention is necessary to protect a pupil or other individual from physical injury, emotional abuse due to verbal and nonverbal threats and gestures, or to prevent severe property damage.

### **IV. GUIDELINES**

- A. For Special Education students: For Special Education students, if an emergency intervention is used twice a month or a pupil's pattern of behavior is emerging that interferes with the

achievement of the pupil's educational goals and objectives, a team meeting must be called to determine if the pupil's Individual Education Plan (IEP) is adequate, if additional assessment is needed, and, if necessary, to amend the IEP.

1. Staff may use conditional procedures in emergencies until the IEP team meets, provided the emergency measures are deemed necessary by the district to protect the individual pupil or others from harm.
  2. The IEP team shall meet as soon as possible but no later than five school days after emergency procedures have commenced.
  3. Administrators must document their efforts to involve parents.
- B. For non-special education students: For non-special education students, behavior requiring conditional interventions may be grounds for expulsion as described in the student handbooks and Policy 9-4 Student Discipline.
- C. Administration and parents must be notified immediately when a conditional procedure is used in an emergency situation.
1. For Special Education students, an assessment will be performed and two positive behavior interventions will be attempted and documented.
  2. The IEP will be amended if necessary to reflect positive interventions.
- D. The Board reserves the right to develop a discipline policy that includes the use of conditional procedures if it is deemed necessary to meet the needs of a particular handicapped child.

## **V. IMPLEMENTATION AND MONITORING**

All staff will be provided information annually on the use of positive behavioral interventions.

Source: Ind. School District No. 750