RANTOUL CITY SCHOOLS
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Behavior Interventions for Students with Disabilities Policy

Rantoul City Schools District 137 - Board Policy 7:230

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 School Board shall establish and maintain a committee to develop, implement, and monitor procedures on the use of behavior interventions for children with disabilities.

Discipline of Special Education Students

The District 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 special education 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.

Behavior Intervention Procedures for Students with Disabilities

I. These procedures were developed after review and consideration of the *Behavioral Intervention in Schools: Guidelines for Development of District Policies for Students with Disabilities* promulgated by the Illinois State Board of Education which promote the use of positive interventions.

II. Interventions

A. Nonrestrictive

1. These interventions are the preferred method because of the emphasis on positive behavior change, and may be used without a written behavior plan or change to the student's Individual Education Plan (IEP).
2. Nonrestrictive interventions include, but are not limited to, direct instruction or teaching of alternative behaviors, modeling, prompting, planned ignoring, redirecting, positive reinforcement, or token economy systems.
3. Nonrestrictive interventions may also include, but are not limited to, verbal reprimands, detention, time out, exclusion from extracurricular activity, or suspension. The excessive use of these interventions may indicate that the intervention is or is becoming restrictive, and all precautions associated with restrictive interventions shall be followed.

B. Restrictive

1. Prior to using any restrictive interventions, the IEP team must amend the student's IEP by developing or amending the behavior management plan which was written in accordance with a completed functional behavioral analysis, except in the case of an emergency which endangers the safety of the student or others.

2. Restrictive interventions include, but are not limited to, physical restraint, time out, or expulsion with special education services.

3. Use of Isolated Time Out and Physical Restraint shall follow Board Procedures 7:190AP4, which apply to all students. Neither isolated time out nor physical restraint shall be used in administering discipline or punishment. The use of Isolated Time Out and Physical Restraint shall comply with the Illinois State Board of Education's rules Section 1.285 "Requirements for Use of Isolated Time Out and Physical Restraint."

C. Prohibited

1. Prohibited interventions are not to be used under any circumstances and include, but are not limited to, corporal punishment, expulsion without special education services, mechanical restraints, skin shock, or any physical manipulations whose intent is to cause pain.

III. Selection of Interventions

The IEP Team will consider a continuum of possible interventions based upon the results of the functional behavioral analysis. The IEP team will propose using the least restrictive interventions which are reasonably calculated to produce the desired behavioral change.

IV. Parental Involvement

A. Parents, as part of the IEP team, should be involved in the development and implementation of a behavior management plan which may include the use of restrictive behavior interventions.
B. All procedural safeguards under the *Individuals with Disabilities Education Act* and *The Illinois School Code* shall apply to any dispute regarding the behavior management plan.

V. Professional Development

A. The District will offer training to all special education teachers and related service personnel regarding behavior management techniques and the implementation of procedures contained herein.
B. The District shall provide continuing professional development in the area of behavioral assessment and interventions strategies as determined necessary through the annual needs assessment survey.

VI. Notice

A. The District shall furnish a copy of these procedures to parents or guardians of all students with IEPs at the time an IEP is first implemented for a student. At each annual IEP review, the District shall furnish a copy of the policy and make available a copy of the procedures upon request.
B. The District shall inform all students of the behavior intervention policy annually by providing notice in the school's Student/Parent Handbook disseminated at the beginning of the school year.