

DEFERRED

03-0924-P001

September 24, 2003

AMEND BOARD REPORT 95-1220-P01 POLICY ON BEHAVIORAL INTERVENTIONS

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt the amended Policy on Behavioral Interventions.

SUBJECT:

~~This policy is designed to provide a framework for the appropriate use of behavioral interventions to improve the behavior of students; and for procedural safeguards that apply to students with disabilities.~~

ISSUE:

~~Delineate the process for developing behavioral intervention procedures that emphasize the use of nonrestrictive interventions and the use of restrictive interventions in a manner that is consistent with P.A. 89-191.~~

PURPOSE:

The amendments to the Policy on Behavioral Interventions bring the policy into compliance with recently released provisions of the Illinois Administrative Code regarding the use of isolated time out and physical restraint as methods for maintaining a safe, orderly learning environment in schools.

PRESENT POLICY:

~~There is no Board Policy on this issue.~~

Board Report 95-1220-PO1, Policy on Behavioral Interventions.

HISTORY OF ACTION:

The Behavioral Interventions Act (P.A. 87-1103) was enacted by the Illinois General Assembly on September 15, 1992, and amended through P.A. 89-191 on July 21, 1995. The Act, as amended, requires each school board to establish and maintain a committee to develop policies and procedures on the use of behavioral interventions for students with disabilities who require behavioral intervention. ~~The Act also lists nine requirements that must be included in the policy and implementing procedures.~~ P.A. 91-600 directed the Illinois State Board of Education ("ISBE") to create rules governing the use of time out and physical restraint in the public schools. Those rules have been promulgated by ISBE and codified in the Illinois Administrative Code at 23 Ill. Adm. Code 1.285. The current amendment to the Policy on Behavioral Interventions is prompted by the release of the ISBE rules.

RECOMMENDATION:

~~POLICY ON BEHAVIORAL INTERVENTIONS~~

POLICY TEXT:

Introduction

Effective school-wide behavior programs have clearly established standards for safety, discipline, and respect. Students need a secure, orderly environment that promotes their personal well-being and supports learning. Rules should be clear, succinct, and consistently upheld. They ~~should also~~ also should be fair and stress the student's responsibility to the school community, their parents, and

themselves. All students in the school need to be aware of the rules, the reasons for the rules, and the consequences for breaking the rules. Effective discipline programs are based on praise and encouragement for positive behavior and clear, consistent consequences for misbehavior.

Behavioral interventions should be used by teachers and administrators to promote and strengthen desirable student behaviors and reduce identified inappropriate behaviors. The most effective strategies are those that employ the ~~most effective but~~ safest, least aversive and least restrictive procedures appropriate. Positive approaches alone may not always succeed in controlling extremely inappropriate behavior and restrictive interventions may be necessary, at times. The use of more restrictive behavior interventions should be considered ~~to be~~ temporary and approached with utmost caution.

I. DEFINITIONS

For purposes of this policy only, the following definitions shall apply:

- A. "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or without the classroom, from which the student's egress is restricted.
- B. "Physical restraint" means holding a student or otherwise restricting his or her movements by the use of specific, planned techniques. Physical restraint does not include corporal punishment or 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: (a) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another, or damage to property; or (b) remove a disruptive student who is unwilling to leave the area voluntarily.
- C. "Behavioral intervention" means non-punitive disciplinary approaches designed to provide ways for working successfully with children who have difficulties conforming their behavior to acceptable behavior patterns that provide an environment in which learning can take place.

II. DEVELOPMENT OF BEHAVIORAL INTERVENTION PROCEDURES

The Illinois School Code directs the Board to establish procedures for the use of behavioral intervention techniques as a means of maintaining discipline in classrooms and schools. While behavioral intervention is typically used in the discipline of students with disabilities, certain behavioral intervention practices – isolated time-out and the use of physical restraint – may be used with the general student population. The Chief Specialized Services Officer, in consultation with the Chief Education Officer, is authorized to develop procedures for the appropriate use of isolated time-out and physical restraint as these disciplinary methods may apply to general population students and to students with disabilities, as well as for the appropriate use of other behavioral interventions with students with disabilities, including procedural safeguards applicable for students with disabilities. The procedures shall: emphasize positive interventions that are designed to develop and strengthen desirable behaviors; incorporate procedures and methods consistent with generally accepted practices in the field of behavioral intervention; include criteria for determining when a student with disabilities may require a behavioral intervention plan; describe procedures for monitoring the use of restrictive interventions; reflect review and consideration of the Illinois State Board of Education's (ISBE) *Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities*; and provide the address of ISBE so copies of the *Guidelines* may be requested.

The procedures generally shall:

- A. Emphasize positive interventions that are designed to develop and strengthen desirable behaviors;
- B. Incorporate procedures and methods consistent with generally accepted practices in the field of behavioral intervention;
- C. Include criteria for determining when a student with disabilities may require a behavioral intervention plan;
- D. Describe procedures for monitoring the use of restrictive interventions;
- E. Reflect review and consideration of the Illinois State Board of Education's ("ISBE") *Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities*; and
- F. Provide the address of ISBE so copies of the *Guidelines* may be requested.

With regard to the use of isolated time-out and physical restraint as behavioral interventions, the CPS procedures shall reflect the requirements for the use of time-out and physical restraint set forth in 23 Ill. Adm. Code 1.285.

Administrators, teachers, support staff, parents, and local school council members will be provided training on the behavioral interventions with respect to appropriate uses and governing procedures.

III. DISSEMINATION OF PROCEDURES

The procedures will be distributed to parents and guardians of Chicago Public Schools students with disabilities within 15 school days of adoption by the School Reform Board of Trustees Board of Education, within 15 days after the Board of Education has amended its procedures, or at the time an IEP Individualized Education Plan is first initiated for a student, and at the beginning of each school year thereafter. In addition, if isolated time out and physical intervention are to be used with the general student population as well as with students with disabilities, then all parents and guardians shall be notified each year or upon enrollment regarding the use of these behavioral interventions. Annually, all students with disabilities will receive information about the procedures, and all students will receive information regarding the use of isolated time out and physical restraint by from their teachers if these forms of behavioral intervention are being used with the general student population.

RATIONALE: ~~P.A. 89-161 requires school boards to adopt and implement policies and procedures for behavioral interventions by January 1, 1996.~~

EDUCATIONAL REVIEW: Various units, including the statutorily-required Behavioral Intervention Advisory Committee, reviewed and assisted with the development of this Policy.

FINANCIAL REVIEW: Financial review and impact were completed as part of the coordinated effort.

LEGAL REVIEW/ REFERENCES: ~~The Law Department reviewed and approved this Policy as to legal form. Illinois Revised Statutes, 105 ILCS 5/14-8.05, Behavioral Interventions for Students with Disabilities, as amended by P.A. 89-191. Illinois School Code, 105 ILCS 5/14-8.05; 105 ILCS 5/34-18.20; 105 ILCS 5/2-3.130; 23 Ill. Adm. Code 1.285.~~

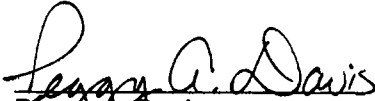
Illinois State Board of Education, *Behavioral Intervention in Schools: Guidelines for the Development of District Policies for Students with Disabilities.*

Approved for Consideration:



Barbara Eason-Watkins
Chief Education Officer

Noted:



Peggy A. Davis
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Approved:



Arne Duncan
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Approved as to Legal Form:



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