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**Behavioral Intervention for Students with Disabilities**

It is the intent of Sunset Ridge, School District No. 29, to comply with the requirements and provisions of Behavioral Interventions in Schools. It is the District's intent to adhere to the following principles when implementing behavioral interventions for students with disabilities receiving special education services in accordance with their IEP's:

- A. When behavioral interventions are used, they will be used in consideration of the pupil's physical freedom and social interaction and administered in a manner that respects human dignity and personal privacy and ensures a pupil's right to placement in the least restrictive educational environment;
- B. Principals, teachers, and other school personnel who work with students with disabilities will receive training and guidance in the use of behavioral interventions from the district or joint agreement;
- C. The use of interventions will be consistent with the educational goals of enhancing individual student's academic, social, and personal growth;
- D. The use of more restrictive interventions will be considered to be temporary and comply with guidelines established in procedures that follow; and
- E. The District is responsible to ensure that parent(s) of student(s) with disabilities are fully informed and offered the opportunity to participate in the development of behavioral interventions. Procedural protections consistent with the Individual with Disabilities Education Act (I.D.E.A.) will be applicable to the resolution of disputes regarding behavioral interventions.

**Behavioral Interventions**

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

The School District will create a team designed to implement and monitor this District policy on the use of restrictive behavioral interventions. The team should be composed of a minimum of three members who have training in the use of behavioral interventions, preferably with one teacher and one school psychologist or social worker (school counselor) serving on this committee. This team may be comprised of members of existing pupil personnel, pre-referral, IEP, or other school committees and will be responsible for the following:

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**Behavioral Interventions (continued)**

- A. Reviewing and monitoring incidents involving the emergency use of restrictive behavioral interventions;
- B. Developing/reviewing and monitoring behavioral interventions involving the use of restrictive procedures and the development of behavioral intervention plans for students;
- C. Advising regarding staff development in the area of behavioral interventions;
- D. Advising the District on issues arising from the use of restrictive behavioral interventions; and
- E. Identifying qualified behavioral intervention consultants.

This policy and the behavioral intervention procedures shall be furnished to the parent(s)/guardian(s) of all students with individual education plans within 15 days after their adoption and/or presentation to the Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of the existence of this policy and the procedures.

**Suspension and Expulsion**

The following procedure shall be used when a student with disabilities is alleged to have engaged in disobedience or misconduct:

**I. Suspension for a Cumulative Period Not to Exceed 10 Days in Any School Year**

The District's regular suspension procedures shall be used to suspend a student with disabilities for a cumulative period not to exceed 10 days in any school year.

**II. Suspension Beyond 10 Days, or Expulsion**

- A. The District shall promptly notify the student's parent(s)/guardian(s) of the disobedience or misconduct and whether the student will be suspended. All procedural protections pertaining to notice provided under the regular education discipline policy shall apply to this notice. This information shall be confirmed in writing and the parent(s)/guardian(s) shall be advised as follows:

**STUDENTS****II. Suspension Beyond 10 Days, or Expulsion (continued)**

1. That the multidisciplinary conference (MDC) team shall meet as soon as possible but at least 10 calendar days after this notice was sent, unless such 10-day notice is waived by the parent(s)/guardian(s), to determine whether a causal relationship exists between the student's disabling condition and the student's alleged disobedience or misconduct; and
2. That the student's parent(s)/guardian(s) are requested to attend the multidisciplinary team meeting and be advised of the date, time and location of the meeting.

**B. MDC Determination**

The MDC team may determine that the cause of the student's disobedience or misconduct is not related to the student's disabling condition. In that case, the student may be disciplined under the District's discipline policy for regular education students by measures up to and including expulsion. If the Board imposes expulsion or other disciplinary measures altering the student's special education program, an IEP meeting shall be convened to determine appropriate alternative means of service delivery.

- C. The Board may not expel a disabled student if the MDC team determines that the student's gross disobedience or misconduct is causally related to the student's disabling condition. The MDC team is responsible to address placement changes which may be appropriate in light of misconduct found to be disability-related.

Parent(s)/guardian(s) may object to a proposed change in their child's educational placement. Should if the Superintendent believes that the student's behavior in the current placement poses a continuing physical danger to the student or to others, the Superintendent is authorized to seek a court order to change the placement or to suspend the student for more than 10 days.

**Emergency Use of Restrictive Interventions**

"Emergency" refers to a situation in which immediate restrictive intervention is necessary to protect students, other individuals, or the physical site from:

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- physical injury (to self or others);
- severe emotional abuse due to verbal and nonverbal threats and gestures;
- severe property damage; and
- serious and continuous disruption of the classroom environment.

The effective management of crisis situations demands a high level of professionalism, preparation, and sensitivity to the student's rights. The principal and designated team member will avoid emergency situations by:

- A. Carefully examining situational factors that may be contributing to an individual's agitation and responding quickly to early signs of a potential emergency;
- B. Keeping detailed records of antecedents, behaviors, and consequences;
- C. Seeking consultative assistance when needed; and
- D. Sharing information with other school staff.

**Emergency Use of Restrictive Interventions**

When confronted with an emergency, school personnel should utilize interventions that are the least intrusive possible to reasonably respond to the situation. Staff always should respond to the individual in a calm, professional manner; exhaust all alternative means before using force; and if force is necessary, use only as much force as needed to regain control of the situation.

Additionally, the use of an emergency intervention should be documented by school principal or designee and should include the following elements:

- A. Description of the time, place, events, and participants in the incident that required emergency intervention;
- B. Description of the emergency intervention used, including all staff involved with the intervention;
- C. Description of injuries and/or property damage;
- D. Description and dates of previous incident(s) leading to present event;
- E. Intervention approaches attempted prior to the incident;

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- F. Student's response to the emergency intervention; and
- G Recommendation for avoiding similar incidents in the future.

**Definitions:**

**Behavioral intervention** - an intervention which is based on the methods and empirical findings of behavioral science designed to influence the behavior of one or more individuals.

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

**Expulsion** - removal of the student from school for, not to extend beyond, the balance of the current school year. Expulsion which constitutes a change in placement requires a revision to the IEP. Expulsion is a prohibited intervention when there is a cessation of services.

**Restrictive interventions** - aversive and deprivation procedures which carry a high risk of negative side effects. Greater planning, supervision, documentation, and caution must be exercised in their use.

**Suspension** - removal from school programs by administrative action for gross disobedience or misconduct for more than one (1) full class period and not exceeding 10 school days.

Staff development training opportunities will be provided on a regular basis to assure that adequately trained staff are available to effectively implement behavioral interventions. This specifically applies to restrictive interventions, including physical restraint techniques and isolated time out. Training activities may include in-service workshops, professional conferences, coursework, and other appropriate measures. These training efforts will be available to all district staff members and will be conducted by qualified individuals who have expertise in the relevant areas of behavioral assessment and intervention.