

ILLINOIS SCHOOL FOR THE DEAF
POLICY GUIDELINES
FOR
BEHAVIORAL INTERVENTIONS

Revised June 2013

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SECTION 1

POLICY GUIDELINES

The following procedures and policies were developed as required by Public Act 87-1103. These procedures and policies were based on the set of guidelines written by the Illinois State Board of Education and its consultants. **Illinois School for the Deaf will follow the guidelines as stated in the *Behavioral Interventions in Schools: Guidelines for Development of District Policies for Student with Disabilities*.**

Public Act 87-1103 was enacted into law on September 15, 1992 and addresses the use of behavioral interventions with students with disabilities. The intent in passing this law was that "when behavioral interventions are used, they are used in consideration of the pupil's physical freedom and social interaction and be administered in a manner that respects human dignity and personal privacy and that ensures a pupil's right to placement in the least restrictive educational environment." The basic premise of Public Act 87-1103 is that principals, teachers and other staff personnel who work with students with disabilities require training and guidance in using behavioral interventions. The provisions of P.A. 87-1103 also required the Illinois State Board of Education to establish a set of guidelines regarding behavioral interventions for students with disabilities and to distribute these to school districts. The revisions made in June of 1997 also brought this document into compliance with Part 384-Discipline and Behavior Management in Child Facilities from the Department of Children and Family Services.

A fundamental principle of these guidelines is to use non-aversive or positive interventions to the maximum extent possible and to give positive interventions the highest priority. Positive interventions should also always accompany more restrictive procedures, which are used only when necessary. The use of more restrictive procedures should be considered temporary and follow the guidelines contained in this manual.

When implementing behavioral interventions, all of the procedural safeguards available to students with disabilities and their parents/guardians under Individuals with Disabilities Education Act (IDEA.) must be observed. These include notice and consent, opportunity for participation in meetings and the right to appeal. Parents, guardians or the student may request a due process hearing regarding any aspect of the student's Individualized Educational Program (IEP).

PUBLIC ACT 87-1103 SUMMARY

Public Act 87-1103 mandated the following:

1. Statewide Survey
 - Conducted by State Superintendent of Education
2. Guidelines
 - Developed by Illinois State Board of Education
3. Local School Boards
 - During 1994-1995 school year:
 - a. Establish and maintain a committee to develop policies and procedures for students with disabilities. These policies and procedures must conform to ISBE guidelines, and include parents.
 - b. Furnish a copy of policies and procedures to parents/guardians of students with disabilities within 15 days after beginning of 1995-1996 school year and each year thereafter.
 - c. Require each school to inform its students of the contents of the policy, annually.

CONTENT

The Illinois School for the Deaf Policy Guidelines for Behavioral Interventions include the following components:

- A. Designation of behavioral interventions by level of restrictiveness (page 3)
- B. Procedures for developing behavioral intervention plans
- C. Establishment of behavioral intervention committee (page 7)
- D. Identification of behavioral intervention consultants
- E. Procedures for the documentation of emergency use of physical restraint
- F. Provisions for parent involvement and assurance of due process rights, including parent notification and right to appeal
- G. Provisions for staff training and professional development

SECTION 2

BEHAVIORAL INTERVENTIONS BY LEVEL OF RESTRICTIVENESS

Provided below is a non-exhaustive list of behavioral interventions according to four levels of restrictiveness: nonrestrictive, restrictive, highly restrictive and prohibited.

Nonrestrictive interventions are preferred when appropriate. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's IEP

Nonrestrictive Interventions

- Allowing student to escape task
- Calling/notifying parent
- Counseling
- Delayed reinforcement
- Differential reinforcement
- Direct instruction
- Environmental/activity modification
- Planned ignoring (extinction)
- Instructional assignment
- Modeling
- Peer involvement
- Positive practicing
- Positive reinforcement (individual or group)
- Prompting
- Proximity control
- Redirecting student (verbal, nonverbal, sign, gentle physical escort)
- Shaping
- Teaching alternative behaviors and/or self-control
- Teaching self-assessment/self-management
- Token economy
- Verbal feedback
- Verbal reprimand
- Written contract

Restrictive interventions may be appropriate during emergency situations or when less restrictive interventions have not been successful. Continued restrictive interventions should only be used after a functional analysis of behavior has been completed and documented, a behavioral intervention plan written and appropriate modification of the student's I.E.P. is completed. Restrictive interventions should be used for the least amount of time needed to change the student's behavior, then replaced by less restrictive

procedures. Some examples are included.

Restrictive Interventions

- Detention (before/after school or on weekend)
- Exclusion from extracurricular activities
- Positive Practice/role playing
- CPI
- On-Campus Reassignment (OCS, OCD, or OCR)
- Suspension (out-of-school)
- Observational time-out
- Exclusionary time-out
- Token Economy

Highly Restrictive Interventions

Highly restrictive interventions are inappropriate in most circumstances.

- CPI (Non-violent Crisis Prevention Interventions)
- Denial or restriction of access to regularly used equipment/devices that facilitate educational functioning, when such equipment is temporarily at risk for damage
- Seclusionary isolated time-out
- Expulsion

Prohibited Interventions

Interventions listed as prohibited are illegal.

- Corporal punishment (P.A. 88-346)
- Expulsion with cessation of services
- Faradic skin shock
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

See Section 7 • Glossary of Selected Terms

PROCEDURES FOR CONDUCTING FUNCTIONAL BEHAVIORAL ASSESSMENT AND DEVELOPING BEHAVIORAL INTERVENTION PLANS

1. Behavior requiring intervention occurs.
2. Behavioral contract or crisis plan may be written at this time.
3. Referral to Learning Resource Educator (if necessary) by Principal, Dorm Supervisor, or Educator.
4. Conduct Functional Behavioral Assessment.

A functional behavioral assessment is a time-based, direct observation procedure designed to examine the relationship between a challenging behavior and setting variables (Foster-Johnson & Dunlap, 1993).

It is an assessment of the target behavior of concern. Such an assessment is critical to the understanding of the structure and function of the behavior and development or strengthening of more appropriate alternative behaviors.

A functional behavioral assessment shall include the following components:

- student's strengths
- 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 or diet schedule, social factors);
- hypothesis of behavioral function-relationship between behavior and environment in which it occurs.

5. Develop a Behavioral Intervention Plan when deemed necessary by the FBA.

The IEP of a student who requires a behavioral intervention plan with goals and objectives shall include the following components:

- Student strengths
- Target behavior (skill or performance deficit)
- Hypothesis of behavior function
- Summary of previous interventions attempted
- Replacement behaviors and how they will be taught
- Behavior intervention strategies and supports, including environmental, instructional/curricular, and positive supports
- Motivators/rewards
- Restrictive disciplinary measures
- Crisis plan
- Data collection procedures and methods
- Provisions for coordinating with caregivers

6. Re-convene IEP
Before the behavioral intervention plan is implemented, it must be part of the student's IEP. If it is not already part of the IEP, then an IEP meeting must be convened to discuss and add the plan, along with the behavioral goals and objectives.
7. Implement the plan.
The team begins to implement the plan. Be prepared to be consistent and to be fully committed to the plan. In most cases, it takes weeks and sometimes months before behavior changes. Remember that it is very normal for the behavior to become worse for a short time after the plan begins. Record these data each day and communicate any problems immediately to the supervisor.
8. Evaluate the plan.

CONTRACT/CRISIS PLAN PROCEDURES

1. Each part of the contract or crisis plan should be explained and discussed between student, teacher, and principal.
2. The contract or crisis plan should be completed together, with each person agreeing on the target behavior, reinforcer, consequence, and time frame.
3. Before signing the contract or crisis plan, it should be read again to ensure full understanding of the importance of each part.
4. Each person will sign and date the document.
5. A copy of the contract/crisis plan should be given to the student and principal and the original document should be kept in a safe place.
6. When the document has expired, it should be reviewed by the student, teacher, and principal. If the requirements were met, the student will receive the reinforcement. If the requirements were not met, the student will face the consequences.
7. After reviewing the contract or crisis plan, it should be signed and dated. It is important to file the document in case a reference is needed at a future date.

BEHAVIORAL INTERVENTION REVIEW COMMITTEE

The purpose of this committee is to review behavioral intervention plans that are developed in the school and the dorm prior to implementation. The committee will also:

- A. Review and monitor incidents involving the emergency use of restrictive behavioral interventions.
- B. Develop/review and monitor behavioral interventions involving the use of restrictive procedures.
- C. Advise regarding staff development in the use of behavioral interventions.
- D. Advise the school on issues arising from the use of restrictive behavioral interventions.
- E. Identify qualified behavioral intervention consultants.

The committee will typically consist of the IEP team and staff working regularly with the student. Because the Illinois School for the Deaf is a 24-hour residential setting, all aspects of the students' environment are considered when reviewing the BIP..

BEHAVIORAL INTERVENTION CONSULTANT

At least one staff member will be designated as the Behavioral Intervention Consultant. This person or persons will have documented training in behavioral analysis and behavioral intervention procedures with an emphasis on positive behavioral interventions. Competency of this person or persons will be demonstrated in these essential areas:

- A. basic concepts and principles of human learning
- B. methods of measuring human behavior including recording, displaying and interpreting data on human behavior
- C. identification and explanation of behavior, including functional behavioral assessment
- D. intervention alternatives, including ecological manipulations, positive programming and direct interventions
- E. empirical and clinical methods for determining effectiveness of behavioral interventions
- F. legal and ethical issues relating to behavioral programming

The consultant(s) may be, but is not limited to, a resource specialist, school psychologist, social worker or teacher. The duties of the consultant(s) will include, but are not limited to:

- A. assisting IEP teams in the development of behavioral intervention plans
- B. consulting with teachers and other staff members on the proper use of behavioral interventions
- C. supervising the implementation of intervention plan procedures
- D. ensuring that restrictive behavioral interventions are implemented appropriately and in a humane fashion

DIFFERENT TYPES OF TIME-OUT

TYPE #1 Observational Time-Out

Separating the student from the activity in the same environment.

EXAMPLE: Student disrupts the class and is warned to calm down and to make the right choice. If he/she does not make a good choice, he/she is directed to a chair or area to calm down in the same environment.

TYPE #2 Exclusion Time-Out

Separating the student from the group and ensuring that he/she cannot see the group activity.

EXAMPLE: Student is not able to calm down in observational time-out. Student is directed to another supervised environment, such as another classroom or in another room in the dorm.

TYPE #3 Isolated Time-Out

“Isolated time-out” 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. Adult supervision is provided at all times.

EXAMPLE: Student is not successful at the exclusion time-out level. Student has lost all control and is asked to walk to the isolation room. The student is given the choice of walking or being physically transported to the room. The crisis team is called at this time for help. Safe Crisis Prevention Intervention transporting techniques will be used by the crisis team, if necessary.

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TIME-OUT FROM REINFORCEMENT

- I. What is **Observational Time-Out**?
 - A. Removing a student from an activity when the student is disruptive or portraying non-restrictive behaviors.
 - B. The student must be supervised at all times **within the setting**. The student should not be sent to a separate room, hallway or office unsupervised.
- II. When is it appropriate to use Observational Time-Out?
 - A. When the behavior is escalating and the student has lost self-control.
 - B. When the student exhibits the following behaviors:
 - non-compliance
 - disruptive talking
 - minor inappropriate "hands-on" behavior
 - high level of disruptive activity
- III. What is the procedure for Observational Time-Out?
 - A. With the student, list and discuss the behaviors which will lead to Observational Time-Out. **STUDENT IS ENCOURAGED TO CHOOSE TIME-OUT AS A POSITIVE STRATEGY FOR GAINING SELF CONTROL.**
 - B. When the student exhibits an inappropriate behavior that was discussed previously, he/she will be given a warning to redirect behavior.
 - C. If the student does not comply, he/she is directed to Observational Time-Out.
 - D. After the student is calm and has control of the behavior, he/she will stay in Observational Time-Out for five minutes (a timer is set for five minutes).
 - E. After the five minutes, the person supervising the student will make positive and encouraging statements to the student, review choices and instruct in social skills. The student will rejoin the activity when all these steps are reached. The incident will need to be documented in Skyward.
- I. What is **Exclusion Time-Out**?
 - A. Separating the student from the group and ensuring that he/she cannot see the group activity.
 - B. The student **must** be supervised at all times within the setting. The student can be sent to another classroom or to another room in the dorm.
- II. When is it appropriate to use Exclusion Time-Out?
 - A. When the student is not able to calm down in Observational Time-Out, he/she is taken to Exclusion Time-Out.

- B. When the student is not following the rules of Exclusion, he/she is taken to Isolated Time-Out.
- C. The incident needs to be documented in Skyward

I. What is the procedure for **Isolated Time-Out**?

- A. If the student in Exclusion Time-Out does not regain control after an appropriate length of time, the person supervising the student will make positive statements and review choices.
- B. If the student does not comply within ten to fifteen seconds, the student will be directed to another room away from the group or activity.
- C. After five minutes, the person supervising the student will make positive and encouraging statements to the student, review choices, and instruct in social skills. The student will rejoin the activity when all of these steps are concluded. The incident will be documented in Skyward.

Seclusion/Isolated Time Out Policies and Procedures

Policies:

Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and restraint and seclusion should be avoided to the greatest extent possible without endangering the safety of students and staff. Restraint or seclusion should not be used as routine school safety measures, nor as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g. disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation, or as a convenience.

Procedures:

When a student becomes an imminent threat to self or others or the student does not gain control at the Exclusion Time-Out level, he/she is directed to Isolated Time-Out. It is not recommended to transport a struggling individual without the help of the crisis team. Therefore, the crisis team should be called at this level to aid in transporting the student. When the crisis team feels that it is safe to move the student, Crisis Prevention Intervention Transport Techniques can be used or the student may make the choice to walk to the Time-Out room without the aid of the crisis team. The student will remain in the Time-Out room until he/she is calm. After the student has gained control, he/she will be expected to have calm, appropriate behavior for five to ten minutes before returning to the environment where the behavior occurred. A visual timer will be used for the five to ten minutes. After the student has completed the required quiet time, the student will be expected to review choices and social skills

before the closure level will be met. During closure alternative strategies will be reviewed. It is prohibited for a student to remain in isolated time-out for more than thirty minutes after he/she has regained self-control.

Crisis Prevention Intervention/Crisis Team:

If Crisis Prevention Intervention safe physical restraints are used by the crisis team, documentation of each incident will be recorded on the Crisis Incident Report Form.

Parental notification must be made within 24 hours, via phone, of each incident on a summary of parent conference form.

If the isolated time-out is used more than three times, a behavior intervention plan and goals and objectives will be developed using behavior intervention policies. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternate program or for special education.

The crisis team should consist of staff that is certified in Crisis Prevention Intervention Techniques. It is recommended that a team consist of four to five CPI certified staff members. If that is not possible, an administrator should be contacted **immediately** to take charge and accept the responsibility of the situation.

The Isolated Time-Out Room:

1. Any enclosure used for isolated time-out shall:
 - a. Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
 - b. Be constructed of materials that cannot be used by students to harm themselves or others;
be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others; and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing) and
 - c. Be designed to permit continuous visual monitoring of and communication with the student.
2. If an enclosure used for isolated time-out is fitted with a door, either a steel door or a wooden door of solid -core construction shall be used. If the door includes a viewing panel, the panel shall be unbreakable.
3. An adult who is responsible for supervising the student shall remain within two feet of the enclosure.
4. The adult responsible for supervising the student must be able to see the student at all times. If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar

device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by this supervising adult, the door must be able to be opened readily.

The building administrator or designee as assigned by the building administrator will be informed of incidents and maintain required documentation when isolated time-out or physical restraint is used.

Any sustained student or staff injuries will be reported as soon as possible to the building administrator and evaluated by the school's health center.

The use of isolated time-out and physical restraint will be reviewed annually including:

- 1) The number of incidents involving the use of these interventions.
- 2) The location and duration of each incident.
- 3) Identification of the staff members who were involved.
- 4) Any injuries or property damage that occurred and the timeliness of parental notifications.

ON CAMPUS REASSIGNMENT

Definition. On Campus Reassignment (OCR) will be used for severe restrictive behaviors, decided by the administration. The student will be placed in a separate environment with one-on-one supervision. While serving an On Campus Reassignment (OCR), the student will be separated from peers and will stay in one/two environment(s). The On Campus Reassignment room will be one location for the dorm and one for the school. The number of hours and days a student is given On Campus Reassignment will be determined by the administration with both school and dormitory supervisors in agreement. Illinois School for the Deaf is a residential setting, therefore, On Campus Reassignment may be served during school hours, dorm hours, or for 24-hour periods. If On Campus Reassignment is used more than three times the student will receive Tier 2 behavior interventions.

On Campus Reassignment (OCR) does not count toward the 10 days of suspension.

Final Decision to use On Campus Reassignment (OCR) per incident will be made by the Superintendent or his/her designee(s).

Procedures:

1. On Campus Reassignment (OCR) cannot be used for a period to exceed three days per incident.
2. A logical consequence will be implemented for each incident.
Some examples of logical consequences:
 - a. police notification
 - b. restitution for destruction of property or stolen goods
 - c. restitution and written apology for fighting or assaulting others
3. Educational programming will be implemented for each incident while serving On Campus Reassignment or directly following the On Campus Reassignment.
Some examples of educational programming:
 - a. drug/alcohol awareness classes and media for drug/alcohol related incidents
 - b. Health classes and media for sexual misconduct
 - c. social skills instruction and role play for fighting
 - d. coping skills instruction and role play to control escalating behaviors
4. The Dean of Students will:
 - a. supervise all On Campus Reassignments
 - b. collect and monitor On Campus Reassignment data
 - c. supervise the educational programming during the On Campus Reassignment
 - d. assist in scheduling team meetings
 - e. assist in developing and implementing behavior intervention plans
 - f. monitor behavior plans and provide on-going consultation to teams
5. Day students who are serving On Campus Reassignment will be restricted from any extracurricular activities on the corresponding evenings.
6. Tape Delayed Courses (videotaped classes) can be used with students to aid in completing homework.
7. The parents will be notified immediately by phone about the incident and On Campus Reassignment. At this time the parents will be asked to support the On Campus Reassignment and the invitation to visit their son/daughter before, during or after the On Campus Reassignment

is implemented.

8. At such a time when a parent does not consent to On Campus Reassignment, the parent will be responsible for taking the student home and for transporting the student to and from ISD. The student will then serve a suspension from school. Students will be assigned to On Campus Reassignment until parents arrive to pick up the child for the suspension.
9. Direct emergency buttons will be installed in the hallway of rooms used for On Campus Reassignment.
10. The student will continue his/her education while in On Campus Reassignment. The student will get the grades earned by completion of school work while serving On Campus Reassignment.
11. Confinement is limited to children aged seven and older who have been placed in a child care facility and who pose a threat of physical harm to themselves or others.
12. According to Part 384 of the Discipline and Behavior Management in Child Care Facilities, we reserve the right to remove belts, shoes, matches, weapons, or any other object that can be used to inflict self-injury.
13. On Campus Reassignment shall not be used as discipline for rule infractions or for the convenience of staff.
14. No child shall be deprived of an opportunity to attend religious services and/or religious counseling of his/her choice as discipline.

On Campus Reassignment Environment

On Campus Reassignment is housed in the middle hallway of the dorm during dorm hours and in the building office or designated area of the school building.

RECOMMENDED On Campus Reassignment MATERIALS:

1. Proper safety features in each room to meet fire and safety codes
2. A desk and chair
3. A bed with proper linens
4. A straight "write on/wipe off" board
5. A phone/TTY with a direct line for safety
6. A cellular phone for safety
7. Toiletries in locked closet in the dormitory area
8. Supervisor/teacher desk and chair
9. TV and VCR for instructional tapes and lessons only. These items are not to be viewed for recreational purposes with the student.
10. Computer for instructional purposes only. The computer may not be used for recreational purposes.
11. Emergency buttons installed in On Campus Reassignment areas.

OTHER RECOMMENDATIONS

On Campus Reassignment

- Health Center will deliver medications to On Campus Reassignment students.
- Dietary will deliver all meals to the student during On Campus Reassignment.
- Students will leave all unnecessary personal items in the dorm while serving On Campus Reassignment i.e. no food, makeup, drinks, pillows, blankets, video games, text pagers, cell phones, etc.

Individual On Campus Reassignment Responsibilities

Student	Staff	Supervisor
<ol style="list-style-type: none"> 1. Student will refrain from talking or yelling to persons outside the room. 2. Students will refrain from touching the lights and smoke alarm. 3. Student will follow the schedule that the staff member indicates. 4. Student will sleep only at appropriate times. 5. Student will complete all of his/her required work as directed by his/her classroom teacher(s). 6. Student will refrain from defacing the walls/room in any way 	<ol style="list-style-type: none"> 1. The responsibility of the On Campus Reassignment will be shared by both the dorm and school staff. 2. The classroom teachers are responsible for providing any required school work for the time frame the student will be serving On Campus Reassignment. 3. The staff is responsible for documenting the behaviors and staff who visit On Campus Reassignment. 4. The social worker will follow up with the student to bring him/her to the level of restitution and closure. 5. The staff is responsible for implementing any existing behavior intervention plan. 6. The educator/dorm staff/social worker should implement a social skills unit in the area of need. 7. Thoroughly check room for any markings. 8. All logs, forms, etc. are to be turned in to immediate supervisor. 	<ol style="list-style-type: none"> 1. The supervisor is responsible for notifying the staff and requesting the school work for the student. 2. The supervisor is responsible for making sure that the staff receive their proper break times as mandated by their contracts. 3. The supervisor will make sure the dining room is notified about meals. 4. The supervisor is responsible for contacting the Health Center to ensure medication is delivered if needed. 5. The supervisor is required to assign a staff person to complete the necessary documents. Supervisor will route all documents to the designated people and place all documents in the student's file. 6. Inform security and request hourly check-ins

MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS FOR ON CAMPUS REASSIGNMENT

Restrictions to sit in a chair should be modified by permitting the student to stand or move around in a specific area in the room.

Younger students could stand or sit on a big pillow or bean bag chair.

More frequent reminders to stay in the area may be needed.

Frequent review of the responsibilities of the student serving On Campus Reassignment may be needed.

Students may need to review the incident that resulted in the On Campus Reassignment frequently.

Reducing the amount of time for sitting or standing may be needed.

Visual timers or clocks may be used to show the student how much time has elapsed.

Visual schedules for the day may be posted for the younger student.

A highly structured schedule may be followed for those students who experience difficulty attending for any length of time.

Changing activities every fifteen minutes may be needed for the younger student.

Guidelines for staff working in On Campus Reassignment

1. Students are required to cooperate with all staff during the On Campus Reassignment experience.
2. On weekdays, the student should shower at 7:40 a.m.
3. On weekends, the student should shower at 7:00 a.m.
4. The student is not allowed to use the telephone unless a parent calls.
5. The staff is responsible for documenting the behaviors of the student while on duty.
6. The student may have an exercise period for thirty minutes during each shift, except overnight.
7. The Power Plant staff will check the safety of the staff and student.
8. The student should stay in his/her assigned room unless accompanied by staff.
9. The student is permitted to attend any religious services.
10. The student is not permitted to visit any other student while in On Campus Reassignment.
11. The student's clothes and toiletries will be kept under staff supervision.
12. The student is not permitted to have any snacks or drinks from the machines.
13. The female student is not permitted to have any makeup in the On Campus Reassignment Room.
14. The student is permitted to use the TV and VCR for instructional purposes only. These items are not to be viewed for recreational purposes by the student.
15. The student is not permitted to have any kind of games, text pagers, cell phones .
16. The student is not permitted to bring his/her own pillow and blanket. He/she must use the blanket and pillow provided by ISD.
17. The last person on duty directs the student to sweep his/her room and strip the bed.
18. The last person on duty takes the log sheets to the supervisor.
19. If the student's On Campus Reassignment time finishes at 3:00 p.m., send him/her to the dorm.

Rules for students in On Campus Reassignment

1. Students are not permitted to call anyone, including their parents. If parents call the

- student, they will be permitted to talk with them.
2. Students stay in their assigned rooms unless accompanied by staff.
 3. Students must cooperate with the staff while in On Campus Reassignment.
 4. Students may watch TV or use the VCR for instructional purposes only. These items are not to be viewed for recreational purposes by the student.
 5. Students are permitted to attend religious services while in On Campus Reassignment.
 6. During school week, students in On Campus Reassignment should take their showers at 7:40 a.m., while the other students are eating breakfast in the dining room.
 7. During weekends, students in On Campus Reassignment should take their showers at 7:00 a.m., while the other student are eating breakfast in the dining room.
 8. Students are not permitted **FOOD OR DRINKS** from the machines.
 9. Students are not permitted to play games.
 10. Students cannot bring their own pillows or blankets from the dorm. They must use a blanket and pillow provided by ISD.
 11. Students are not permitted to have makeup while in On Campus Reassignment.
 12. Students are required to bring a change of clothing and toiletries for each day. These items should be locked in the closet.
 13. Students are not permitted to visit with each other.
 14. When students are finished with On Campus Reassignment, they sweep the floor and strip the bed.

SECTION 4

EMERGENCY USE OF PHYSICAL RESTRAINT AND/OR SECLUSION

An emergency situation is defined as a situation in which immediate physical restraint is needed to protect students, other persons, or the physical environment.

“Physical restraint” means holding a student or otherwise restricting his or her movements which includes only the use of specific, planned techniques (e.g., the children’s control position –and “team control”). The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.

“Seclusion” means, per the CRDC, the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Emergency situations will be avoided by utilization of preventative techniques as taught in the Nonviolent Crisis Intervention program.

The use of physical restraint shall be subject to the following requirements. Physical restraint may only be employed when:

- A. the student poses a physical risk to himself, herself, or others,
- B. there is no medical contraindication to its use, and
- C. the staff applying the restraint have been trained in its safe application
- D. And Only as a last resort

Students shall 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.

A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that such freedom appears likely to result in harm to the student or others.

If physical restraint is used more than three times, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedure(s) 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. The plan shall be placed into the student’s temporary student record. The review shall also consider the student’s potential need for an alternative program or for special education.

Parents/guardians will be notified by phone immediately when an emergency procedure is used and will receive a written report, which will be completed within twenty-four hours of the incident.

Emergency intervention will be documented by using three forms:

Summary of Parent Conference Form (via telephone)

2. Crisis Incident Report Form

3. Skyward Incident Report Form

A crisis team will be established for emergency procedures.

Potential Crisis Team Members

CRISIS TEAM/School	CRISIS TEAM/DORM
4-5 CPI Certified Staff	4-5 CPI Certified Staff
Educators	Residential Care Workers
Teacher Aides	Supervisors
Principal/Assistant Principal	

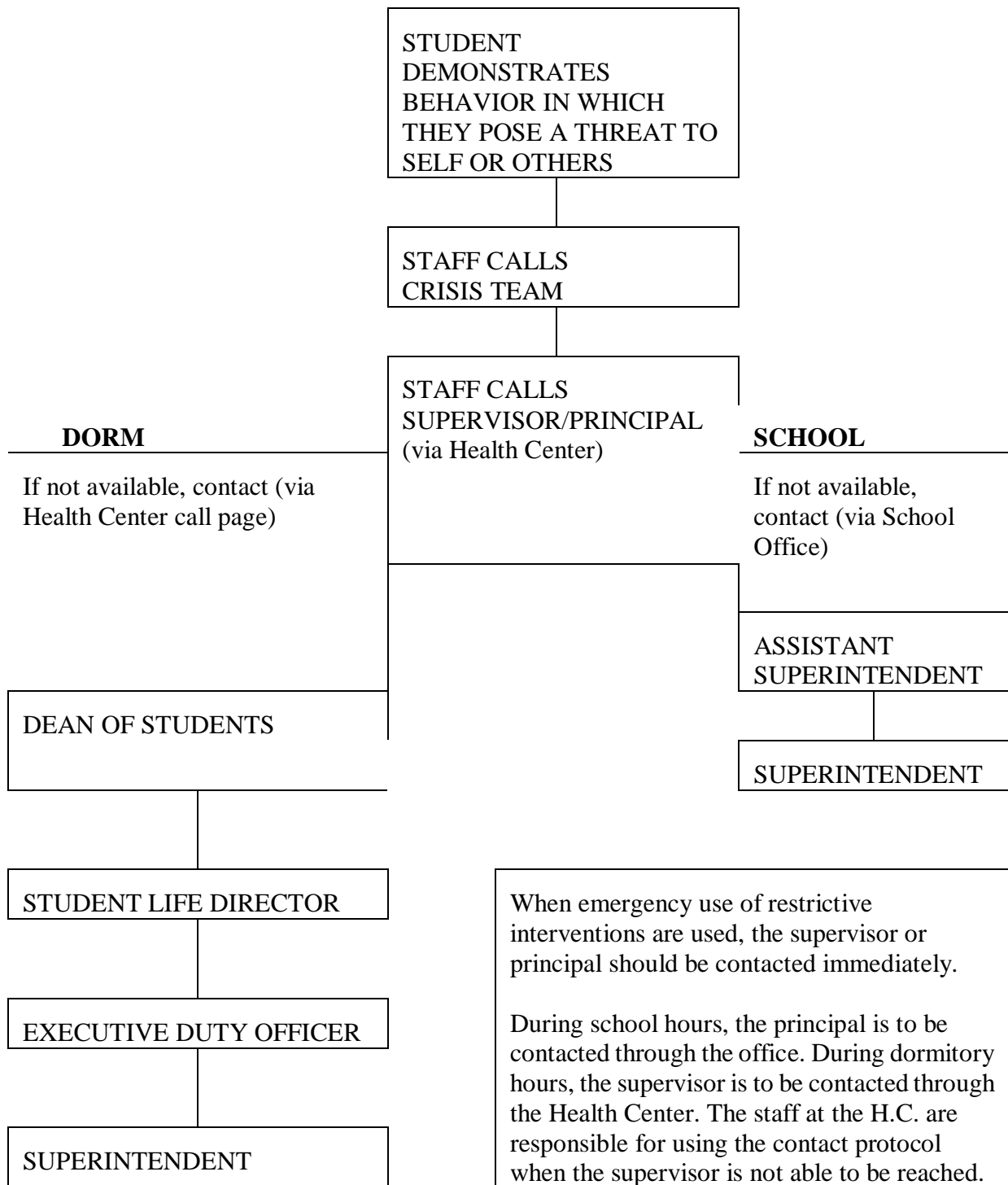
In order to achieve this in each unit, the supervisor should develop a chain of command to implement the Crisis Team. After developing this list, it will be **POSTED** in a place accessible to all staff. The Calling Protocol will be posted next to the Crisis Team list.

The student's social worker will be contacted after each incident.

Records are to be kept of each incident when Time-out is implemented. (See Time-Out Log)

All documentation should be on file for the Behavioral committee to review.

Contact protocol for use of restrictive interventions



SECTION 6

PROTECTION AND DUE PROCESS RIGHTS

Notification and Parental Involvement

The student's parents/guardians will be informed of the rationale, procedures and possible outcomes of a behavior intervention plan developed at an IEP meeting. The parents will also receive a copy of the behavioral plan with the IEP. For any behavioral intervention plan the parents/guardians have the right to be actively involved in the development of the plan.

Documentation in the IEP

The use of behavior intervention plans must be documented in the student's IEP. A copy of the plan, along with the goals and objectives, must be part of the IEP. A behavior intervention plan may not be implemented without its inclusion in the student's IEP. For a student who already has an IEP in place, an IEP meeting will be reconvened for the purpose of adding a behavior intervention plan.

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, are applicable to the resolution of disputes involving behavioral intervention plans.

If the parents/guardians disagree with a proposed behavioral intervention or any aspect of its implementation, the school will work with the parents/guardians to attempt resolution of the dispute. The parents/guardians may request a Level I due process hearing as provided by Sections 226.605 and 226.615 of 23 Illinois Administrative Code.

The Illinois School for the Deaf will ensure that parents/guardians are fully informed of their due process rights.

RIGHTS, RESPONSIBILITIES AND PROCEDURES OF DUE PROCESS

An Impartial Due Process Hearing may be requested for the following non-disciplinary reasons:

1. Objection to signing consent for a proposed eligibility review or initial placement.
2. Failure upon request of the parents/guardians, the student, to provide an eligibility review evaluation.
3. Failure to consider evaluations completed by qualified professional personnel outside of the school district.
4. Objection to a proposed special education placement or a major change in placement.
5. Termination of special education placement.
6. Failure to provide a special education placement consistent with the findings of the eligibility review evaluation and the recommendations of the multi-disciplinary conference.

7. Failure to provide the least restrictive special education placement appropriate to the child's needs.
8. Provision of special education instructional or resource programs, or related services in an amount insufficient to meet the child's needs.
9. Recommendation for the graduation of a child with a disability.
10. Failure to ensure the provisions found in 23 Ill. Adm. Code, Section 226.400.
11. Failure to comply with any of these rules and/or the School Code.
12. Failure to provide a child with a disability a free appropriate public education.

Receipt of a request for an impartial due process hearing shall cause the child to remain in his/her current placement, unless a mutual agreement is reached between the parents and the school until the matter is resolved.

A Parent/guardian and/or student who wishes to appeal to the Level I due process must do so within ten school days of the action. The appeal must be made to the superintendent of the school. If the parent/guardian is not satisfied with the results of the due process hearing, they may elect to take civil action if further consideration of the decision is denied.

APPEALS PROCEDURE

Appeals Procedure Refer to Handbook on:

Rights, Responsibilities and Procedures pgs. 69 - 71 for Appeals procedure.

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

The school will develop a plan to ensure ongoing professional training in the use of behavioral interventions. Training of school personnel, who have the most contact with students that require behavioral interventions, should be emphasized. All training activities should be documented.

Training activities may include in-service given by consultants, workshops conducted by district personnel, professional conferences and university training and course work.

SECTION 7

GLOSSARY OF SELECTED TERMS

(From Illinois State Board of Education's Guidelines for the Development of District Policies for the Use of Behavioral Interventions in the Schools)

Allow student to escape task - allow student to avoid task or situation (e.g., leave area, excuse from participation).

Aversive mists, aromatics, tastes - use of a spray or substance with an unpleasant taste, noxious odor, or aversive physical sensation in order to terminate or control an undesired behavior.

Aversive stimulus - an unpleasant or punishing stimulus, such as an object, event, or situation, that occurs immediately after a specified behavior in order to suppress that behavior. It is a stimulus the individual will actively work to avoid.

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 intervention 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 and describes the interventions to be used, methods of evaluation, and provisions for coordinating with the home.

Call/Notify parent - contact parent to inform of student's performance (e.g., notify parent of student's completion or lack of completion of in-class assignments/goals). NOTE: This intervention does not include requiring parent to remove student from class or school. If parent is required to remove student from school, this then becomes a suspension (refer to definition of suspension).

Contingent exercise - requiring student to engage in physical exercise contingent on performance or nonperformance of a target behavior (e.g., requiring student to do push-ups because of misbehavior). With extensive use or negative student reaction, this procedure should be viewed as corporal punishment and, therefore, is prohibited. (This shall not include prolonged maintenance of a student in a physically painful position--ISBE legal department.)

Detention (before/after school, weekend) - the student is required to attend school outside of normal class hours as a form of punishment (does not include extra instruction for academic purposes).

Detention (counseling, verbal reprimand, etc.) - the student is detained until the staff person is satisfied they understand the seriousness of their situation.

Differential reinforcement - reinforcement of a target behavior or any behavior other than a specified inappropriate behavior (e.g., positively reinforce on-task behavior while ignoring off-task behavior).

Direct instruction - a sequenced and structured teaching approach that is academically focused and

marked by activities where goals are clear, allocated instructional time is sufficient, performance of students is monitored closely, teacher questions are designed to produce many correct responses, and feedback to students is immediate and academically oriented. The goal of this approach is to move students through a sequenced set of materials or tasks.

Environmental modification - changing the environment in order to influence a target behavior (e.g., alter seating, change task, modify curriculum).

Exclusion from extracurricular activities - the student is prohibited from participation in extracurricular activities as a form of punishment (does not include exclusion due to failure to meet eligibility requirements or other prerequisite standards for participation).

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.

Extinction - reinforcement of a previously reinforced behavior (e.g., ignoring humorous but inappropriate comments).

Faradic skin shock - the use of electrical shock to control behavior or as punishment.

Food delay - food is contingently delayed for a specified period of time (e.g., detain student from lunch break for 15 minutes).

Forced physical guidance - physical guidance or redirection of any body part of the student (e.g., student refuses to pick-up item; he/she is manually guided to pick up object with hand over hand prompts).

Functional analysis - an assessment process for gathering information that is used in the development of behavioral interventions.

The objective of functional analysis is to understand the structure and function of a target behavior in order to develop and strengthen more appropriate alternative behaviors. Through the use of functional analysis, a detailed description of the target behavior is developed, antecedents and consequences of the behavior are noted, controlling variables are identified, and the communicative and functional intent of the behavior is determined. A functional analysis may include a wide array of procedures to determine the function of the target behavior.

Highly Restrictive interventions - interventions that are intrusive to an individual, produce a negative physical response such as pain or severe discomfort, and carry a high probability of negative side effects. Highly restrictive interventions are deemed inappropriate under most circumstances.

Inhibiting devices - devices that do not restrain physical movement but inhibit specific actions (e.g., a baseball cap to inhibit head scratching).

Instructional assignment - creation or modification of instructional assignment to increase the student's motivation, attention, success, etc.

Manual restraint - use of the minimum amount of physical force necessary to hold or restrain an individual (e.g., an individual holds a physically aggressive student in order to protect the student or others from injury).

Mechanical restraint - a device that physically restrains movement of the individual (e.g., harness restraint). Mechanical restraints prescribed by a physician or used as a safety procedure for transportation (e.g., seat belt) are not considered behavioral interventions.

Modeling - a process in which one person learns by observing the behavior, attitudes, or affective responses of another person (e.g., student observes others engaging in cooperative turn-taking).

Negative practice - repetitive practice of inappropriate behavior to the point of satiation (e.g., student who tears up assignment must tear up 50 pages).

Non-aversive/Positive stimulus/approach - a positive, pleasant non-punishing stimulus, such as an object, event, or situation that occurs immediately after a specified behavior to increase that behavior. It is a stimulus used to support the learning of more effective and acceptable ways of behaving.

A non-aversive or positive behavior intervention approach is designed to support people with challenging behaviors in learning more effective and acceptable ways of behaving. This approach encompasses three fundamental elements: a) the use of educative or "positive" behavior change procedures, which include identifying the functions of behavior before treating it, teaching the use of more appropriate alternate behaviors to replace inappropriate behavior, changing or controlling events which either precede or follow misbehavior, and distinguishing between emergency procedures and proactive programming; b) selection of interventions based on the impact of an intervention on the student's physical freedom, social interaction, personal dignity, privacy, as well as clinical utility; and c) prohibition or significant restriction of the use of procedures viewed as excessively aversive to or disrespectful of the individual.

Nonrestrictive interventions - interventions that carry a low risk of negative side effects.

With extensive use, these interventions may become restrictive in nature. If an intervention classified as "nonrestrictive" adversely affects student learning or extreme negative behaviors occur in response to the intervention, it should be considered a restrictive intervention.

On Campus Reassignment (OCR) - the student is placed in a separate environment with one-on-one supervision. They will receive their education, and grades are not affected.

On Campus Reassignment-School (OCR-S)-the student is restricted to the LRE classroom during school hours.

On Campus Reassignment-Dorm (OCR-D)-the student is restricted to a separate room in the dorm or Health Center during dorm hours.

Peer involvement - the use of a student's peers to influence behavior (e.g., cooperative group, peer modeling, peer tutoring).

Planned ignoring - a type of extinction procedure in which the teacher ignores (i.e., withdraws

attention) a target inappropriate behavior.

Positive practice overcorrection - repetitive practice of appropriate behavior which is incompatible with problem behavior.

Positive reinforcement- providing a reinforcer (e.g., praise, points, tokens) contingent upon a target response in order to increase the frequency of the response (e.g., praising student for cooperative turn-taking).

Prohibited interventions - prohibited by law.

Prompting - a cue (visual, auditory, physical) is presented in order to facilitate a given response (e.g., teacher uses hand signal to remind student to remain on task).

Proximity control - the use of physical proximity to control behavior (e.g., standing near student, eye contact).

Punishment writing - an aversive stimulus in which the student is required to write a specified amount or for a specified period of time.

Redirect student (physically) - Physically redirect the student from an inappropriate behavior/activity (e.g., with hand on student's elbow, teacher walks student away from one activity to another).

Redirect student (verbal, nonverbal signal) - Either by verbal or nonverbal signal, redirect the student from an inappropriate to appropriate behavior/activity (e.g., teacher gives student hand signal when student should redirect himself/herself).

Response-cost - withdrawal of specified amounts of a reinforcer (e.g., tokens) in response to a target inappropriate behavior (e.g., teacher takes away points for fighting).

Restitutional over correction - student is required to overcorrect or improve on the original state of affairs (e.g., student who litters is asked to sweep entire floor).

Restraint - the restriction by mechanical means, physical holding, or otherwise restricting the movement of a student's limbs, head or body.

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.

Satiation - a procedure in which large amounts of a reinforcer are given so that its effectiveness is diminished and the behavior that is associated with it ceases to occur (e.g., student who steals gym towel is given so many towels that he/she begins to give them back).

Self-management - a collection of strategies designed to increase a student's management and control of his/her own behavior. These strategies include training the student in self-monitoring, self-evaluation, and self-reinforcement.

Serious behavioral problem - behavior which is self-injurious, assaultive, causes damage or is grossly inappropriate to the school setting. These include severe behavior problems that are pervasive and maladaptive and which require a systematic and frequent application of behavioral intervention procedures.

Shaping - a procedure through which new behaviors are developed by systemically providing positive reinforcement to the student for closer approximations to the behavioral goal (e.g., in order to get student to remain seated at his/her desk, he/she first is regularly reinforced for entering the classroom, then for being near his/her desk, then for touching his/her chair, then for being seated appropriately).

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. The student receives a "0" grade in every class for each day of the suspension. The student, upon returning, is given an opportunity to make up the missed work. If the student does the work within the same days as the suspension, the student will receive the highest possible failing grade.

An out-of-school suspension is served off school grounds; on campus reassignment is served on school premises. Suspension from transportation resulting in the student's inability to attend his/her ordinary school program is a suspension from school. A student is not suspended when the nature and quality of the educational program and services provided during an on campus reassignment are comparable to the nature and quality of the educational program and services required and otherwise provided to the student in the current placement. A suspension which constitutes a change in placement requires a revision to the IEP.

Teach alternative behaviors - teaching the student appropriate behaviors that are functionally equivalent to the undesired target behavior (e.g., teach student to make appropriate requests of peers to compete with grabbing behavior).

Teach self-reinforcement - teaching the student to self-monitor, self-evaluate, and provide positive self-reinforcement for the performance of desired target behaviors (e.g., teach student to self-evaluate his/her level of on-task behavior during a given period and choose appropriate desired activity as positive reinforcement).

Time-Out - Exclusion Time-Out - separating the student from the group and ensuring that he/she cannot see the group activity.

Time-Out - Isolated Time-Out - 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.

Time-Out - Observational Time-Out - separating the student from the activity in the same environment.

Token economy - A system of individual reinforcement in which tokens (e.g., chips, points, check marks, paper money) are given for target behaviors. Tokens are used to obtain backup reinforcers (e.g., prizes, school supplies).

Verbal feedback - providing student evaluative information about his/her performance (e.g., informing the student that he/she is working well on a given task).

Verbal reprimand - chastising a student for inappropriate behavior.

Offense Definitions and Consequences for Disciplinary Action

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
Tardiness	Being late to a scheduled activity one is required to attend (TAR).	Counseling or verbal warning	1 day detention	2 day detention
Littering	Discarding trash or other materials on the floor, grounds or other inappropriate places (LIT).	15-30 minutes clean-up duty	One hour clean-up duty on campus	Two hour clean-up
Possession of tobacco products on school grounds for students under 18.	Possessing tobacco products (PTP).	Counseling or verbal warning and phone parents	1 day detention or dorm restriction and counseling and phone parents	3 day detention or dorm restriction and counseling and phone parents
Failure to complete assignments.	Failing to completely follow through on an assignment or duty given by a staff member (FAI).	Counseling or verbal reprimand or 1 day detention	2 day detention and dorm restriction	3 day detention and dorm restriction
Loitering	Remaining in an area of the school or dorm for no apparent reason after being asked by staff to leave (LOI).	1 day detention or dorm restriction and verbal reprimand	2 day detention or dorm restriction	3 day detention or dorm restriction
Unauthorized area	Being in an area without permission from staff (UAA).	Counseling or verbal warning	1 day detention or dorm restriction	2-3 day detention or dorm restriction and phone parents
Cheating or lying	Being intentionally dishonest, untruthful, or deceptive (CHE).	1 day detention and counseling or verbal reprimand	2 day detention and dorm restriction	3 day detention and dorm restriction and withdrawal of privileges (town, etc.)
Dress Code Violation	Inappropriate attire (Ex: sagging pants, low-cut top, hat on backwards)	Counseling and/or verbal reprimand	1 day detention or room restriction	2 day detention or dorm restriction
Bus or public transportation misconduct	Improper conduct while riding the bus, such as smoking, refusing to obey the bus driver or other staff, or endangering the health and safety of bus passengers (BUS).	Assigned seat on next trip	Suspension from bus privileges on next trip and phone parents	Bus suspension for remainder of school year and phone parents
Insolence	Being disrespectful in speech or action (INS).	Counseling or verbal reprimand or 1 day detention or dorm restriction	2 day detention or dorm restriction	3 day detention or dorm restriction
Disruptive Conduct	Inappropriate behavior or disruption of an academic, recreational, therapeutic or planned dorm activity (DIS).	Counseling or verbal reprimand and 1 day detention or dorm restriction	2 day detention or dorm restriction	3 day detention or dorm restriction

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
Unauthorized petition	A student passes a petition around school or dorm without permission from authorized, administrative personnel (UNP).	1 day detention or dorm restriction and inform parents and verbal reprimand	2 day detention or dorm restriction and inform parents	3 day detention or dorm restriction and inform parents
Possession and/or viewing inappropriate materials	Holding of any material that is statutorily illegal (ILL).	Confiscate material, notify parents and 1-3 day OCR or dorm restriction depending on rating	Confiscate and notify parents, notify LEA, 3-5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	
Non-staff possession or use of laser pointers.	A student has or uses a laser pointer (PLP).	Counseling or verbal reprimand Laser is confiscated.	2 day detention or room restriction Laser is confiscated.	1-3 day OCR Laser is confiscated.
Unauthorized or inappropriate computer use	Unacceptable use of computers, E-mail or Internet privileges, as outlined in the <i>Student Use Agreement</i> (COM)	Reference <i>Student Use Agreement: Unacceptable Use and Consequences</i> form.		
Unauthorized or inappropriate use of cellular phone, pager, Sidekick, tape recorder, BlackBerry, camera, smart phone, gaming systems, personal laptops, televisions etc.	Use of school or personal equipment without staff permission. (PAG)	Device confiscated and held by school/dorm staff for 24 hours. Parent contacted.	Device confiscated and sent home to parent at the next school break. Parent contacted. Parents decide when to return the device to their child.	Device confiscated for the remainder of the school year.
Aggressive behavior - verbal	Verbal inappropriate and unacceptable behaviors toward another student or staff member; socially unacceptable behavior that may endanger the student, people within the surrounding environment, or the environment itself (AGV).	1 day detention or dorm restriction and counseling	2 day detention or dorm restriction and counseling	3 day detention or dorm restriction and counseling Upon 4th offense will be documented as EXCESSIVE VIOLATION #41 EXV.
Aggressive behavior – physical	Physical inappropriate and unacceptable behaviors toward another student or staff member; socially unacceptable behavior that may endanger the student, people within the surrounding environment, or the environment itself (AGP).	1 day detention or dorm restriction and counseling	2 day detention or dorm restriction and counseling	3 day detention or dorm restriction and counseling Upon 4th offense will be documented as EXCESSIVE VIOLATION #41 EXV.
Public Display of Affection	Socially unacceptable and/or inappropriate physical contact during the school day and at other school and dormitory social functions (example: extended hugging, kissing) (PDA)	Counseling or verbal reprimand	Counseling or verbal reprimand and 1 day detention or dorm restriction	Counseling or verbal reprimand and 1-3 day detention or dorm restriction

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
Sexual Misconduct (Level 1)	Sexually unacceptable and/or inappropriate sexual physical contact with another person (example: playing doctor, grabbing, touching) (SXI)	Counseling or verbal reprimand and 1 day detention or dorm restriction, phone parent, contact social worker	Counseling or verbal reprimand and 2 day detention or dorm restriction, phone parent, and contact social worker	Counseling or verbal reprimand and 3 day dorm restriction or 1-3 day OCR suspension and 2 weeks minimum Behavior Training in the dormitory and phone parent contact social worker
Sexual Harassment	Words, signs, body movements, vocalization, inappropriate touching, and or gestures that make someone feel nervous or uncomfortable (SXH)	Counseling or verbal reprimand and 1 day detention or dorm restriction, contact social worker, write apology letter and phone parents	7 day dorm restriction and no on-campus privileges, counseling, contact social worker, write apology letter and phone parents	Phone parent and 3-day OCR suspension, social worker, write apology letter and 2 weeks minimum Behavior Training in the dormitory
Bullying (Level 1)	Bullying is aggressive behavior that (a) is intended to cause distress or harm, (b) exists in a relationship in which there is an imbalance of power or strength, and (c) is repeated over time. (BUL)	1 day detention and dorm restriction and bullying counseling.	Lunch detention and bullying article and homework and 3 day dorm restriction	Meet with principal, officer and counselor, parents and 3 day dorm restriction
Other (OT1)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 1 infractions The schools recognize that factors such as mitigating circumstances and new situations can have an impact on incidents (OT1).	*Consequences decided upon severity of offense		
Level 2	Definition	1st Offense	2nd Offense	3rd Offense
Use of tobacco products on school grounds	Tobacco use is prohibited on school grounds (see smoke-free environment policy) (SMI).	1 day detention or dorm restriction	3 day detention or dorm restriction with NO use of tobacco products and phone parents	7 day detention or dorm restriction with NO use of tobacco products and phone parents
Use of tobacco products for students under 18.	Tobacco use is prohibited for students under 18 (SMU)	1 day detention or dorm restriction; no use of tobacco products	3 day detention or dorm restriction and phone parents; no use of tobacco products	7 day detention or dorm restriction and phone parent; no use of tobacco products
Cutting class	Being absent from class without authorization (CUT).	Extra work and 1 day detention	Extra work and 2 day detention and phone parents	Extra work and 3 day detention and phone parent
On or off campus without permission	Being on or off campus without proper authorization or notification to staff (PER).	Revoke on-campus and off-campus privileges for up to 2 weeks and phone	Revoke on-campus and off-campus privileges for up to 1 month and	Revoke on-campus and off-campus privileges for up to 1

		parents	phone parents	semester and phone parents
Unauthorized distribution of printed materials videos and video games	The sharing of inappropriate and unacceptable computer, hard-copy, video, or any other commercially produced materials with other students and/or staff members (UND).	Counseling or verbal reprimand and 1 day detention or dorm restriction	2 day detention or dorm restriction and phone parents	Phone parents and dorm restriction and possible 1 day OCR-S/ OCR-D or suspension
Disrespect or insubordination	Failing to follow directions given by a staff member; being disrespectful to a staff member or another student (DIN).	Counseling or verbal reprimand and 1 day detention or dorm restriction or possible 1 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	2 day detention or dorm restriction and phone parents or possible 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents or dorm restriction or possible 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory
Intimidation or threats to others	Verbal or physical action which may result in physical and/or emotional harm to others (INT).	1 day detention, dorm restriction, phone parents/police and counseling or possible 1 day OCR-S/ OCR-D or suspension and 2 weeks minimum in Behavior Transition in the dormitory	2 day detention and dorm restriction and phone parents and police or possible 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents and police and possible 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory
Threat to self	Verbal or physical action which may result in physical harm (TTS).	Threats to self will follow "Emergency Psychiatric Services"		
Level 2	Definition	1st Offense	2nd Offense	3rd Offense
Fighting	Engaging in a physical struggle or conflict between two or more individuals with the malicious intent of causing pain or injury (FIG).	1-2 day detention or dorm restriction and counseling or possible 1-3 day OCR or 2 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory	3-5 day detention or 3-5 day dorm restriction and phone parents or 1-3 day OCR or 3 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents and dorm restriction or 2-3 day OCR or 5 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory
Sexual misconduct (Level 2)	Knowingly behaving in such a way that is in violation of school and social rules, policies and norms concerning sexual behavior whether or not the individuals involved consent to the act (SXM).	7 day dorm restriction and no on-campus privileges, counseling and phone parents and police may be notified	7 day room restriction and counseling and no on-campus privileges and phone parents and police may be notified	Phone parents and 3-10 day suspension from school and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory
Theft under \$100	Taking someone else's property without that person's permission -- for the purpose of this code, stealing is limited to items valued under \$100 (THF).	Notify police and parents and restitution and counseling and 1-5 day detention or dorm restriction	Notify police and parents and restitution and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and	Notify police and parents and restitution and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and

			counseling	counseling
Trespassing	Entering the land, property, or dormitory room of another person after receiving notice not to enter or when the person is not present (TRE).	3 day detention or dorm restriction and counseling	Phone parents and possible police intervention and 1 day OCR-S/OCR-D or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling
Gambling	Betting or taking part in a game of chance or skill for money or material gain (GAM).	Notify police and parents and 1 week detention or dorm restriction and counseling	Notify police and parents and 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling
Criminal damage to property (under \$100)	Destroying or damaging public or private property in a willful manner -- for the purpose of this code, property damage is limited to damage under \$100 (VAN).	Restitution and notify police and parents and counseling and 3 day dorm restriction or detention	Restitution and notify police and parents and counseling and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory	Restitution and notify police and parents and counseling and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory
Level 2	Definition	1st Offense	2nd Offense	3rd Offense
Criminal damage to property (over \$100)	The willful destroying or damage of public or private property valued over \$100 (CRI).	Restitution and notify police and parents and counseling and 1-3 day OCR or 2 day suspension	Restitution and notify police and parents and counseling and 3 day OCR or 3 day suspension	Restitution and notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory
Unlawful assembly	Forming or participating in a group of three or more persons to cause violence, to do unlawful acts, or to disturb others (UNL).	2 day detention or dorm restriction	Notify parents and 3 day detention or dorm restriction	Notify parents and 5 day detention or 5 day dorm restriction or possible 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory
Forgery	Forging any document or using a forged document (FOR).	1-3 day detention or dorm restriction, phone parents and notify police	1-3 day detention or dorm restriction, phone parents and notify police	Detention or dorm restriction or possible 1 day OCR-S/OCR-D or possible suspension and 2 weeks minimum in Behavior Transition in the dorm, phone

				parents & notify police
Other (OT2)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 2 infractions. The schools recognize that factors such as mitigating circumstances and new situations can have an effect on incidents (OT2). *Consequences decided upon severity of offense			
Level 3	Definition	1st Offense	2nd Offense	
Excessive violations	Students with multiple discipline code infractions (EXV).	Parent conference and contact LEA and 1-2 day OCR	1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	
Absent from school without authorization	Absent from school without a valid excuse (AWA).	Phone parents and contact LEA and 1-5 day detention or dorm restriction and counseling	Phone parents and contact LEA and possible 1-3 day OCR or suspension 1-10 days and 2 weeks minimum in Behavior Transition in the dormitory	
Truancy				
See Illinois School Code 5/26-3d through 5/26-15 (TRU)				
Gangs and secret societies	Recruitment for gang or cult membership; possession, display or use of gang or cult emblems, symbols, language inciting other students to intimidate, threaten or act with physical violence upon any other person (GSS)	Notify police and parents and contact LEA and 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and possible expulsion		
Possession of illegal materials	Holding of any material that is statutorily illegal (ILL).	Confiscate and notify police and parents and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory	Notify police and parents and contact LEA and 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	
Threat to use dangerous weapon	Any written or verbal threat to use a dangerous weapon to inflict harm on others (TEA).	Notify police and parents and immediate suspension pending convening IEP		
Possession or use or transfer of a dangerous weapon	Possession or use or transfer of any item that is used with the intent of causing bodily harm (WEA).	Confiscate weapon, notify police, phone parents, contact LEA and Eligibility Review		
NOTE: The Gun-Free Schools Act of 1994 require that the student be expelled from school for a period of not less than one year. If a student is determined to have brought a weapon to school under the jurisdiction of the agency (DHS), then such policy shall be construed in a manner consistent with the Individuals with Disabilities Education Act (IDEA) and may allow the chief administering officer of the agency, after a multi-disciplinary team has determined whether a relationship exists between the conduct and the disability, to modify such expulsion requirement for a student with multiple disabilities on a case-by-case basis. School personnel may order a change of placement up to 45 days if the student carries a weapon to school or to a school function.				
WEAPON - As defined by the Illinois School Code - Expulsion period. The Board (DHS Secretary or Designee) may expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by- case basis.				

Mandatory expulsion. A student who is determined to have brought a weapon to school, any school sponsored activity or event, or any activity or event which bears a reasonable relationship to school shall be expelled for a period of not less than one year, except that the expulsion period may be modified by the board on a case-by-case basis. For purposes of this Section, the term “weapon” means possession, use, control or transfer of any object which may be used to cause bodily harm, including but not limited to a weapon as defined by Section 921 of Title 18, United States Code, including BB guns and firearm as defined in Section 1.1 of the Firearm Owners Identification Act, use of weapon as defined in Section 24-1 of the Criminal Code, knives, guns, firearms, rifles, shotguns, brass knuckles, billy clubs, or “look-alikes” thereof. Such items as baseball bats, pipes, bottles, locks, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm. Reference: 105ILCS-5/10-22.6

Level 3	Definition	1st Offense	2nd Offense
Hazing	Any activity, tradition or amusement engaged in by students for the purpose of embarrassing or hurting another student (HAZ).	Notify police and parents, contact LEA and 1-3 day OCR or 5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory, counseling and IEP-ER	Notify police and parents, contact LEA and 3 day OCR or 10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER
Possession and/or use of over the counter medications or drugs	Any student possessing and/or using legal medications (OCM).	Phone parents and 1-2 day OCR or suspension and counseling	Phone parents, notify police and 3 day OCR or 1-10 day suspension and contact LEA
Possession and/or use of drug paraphernalia	Any students possessing material(s) that can be used to ingest illegal drugs (PDP).	Notify police and parents and 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents, contact LEA and 3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory
Possession and/or use of alcohol	Possession and/or use of alcohol (POA)	Notify police and parents, contact LEA and 1-3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling.	Notify police and parents, contact LEA and 1-3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and agreement to attend drug or alcohol abuse classes or counseling or contract
Possession and/or use of drugs	Possession and or use of illegal drugs or look-alikes, is strictly prohibited. (DRU)	Phone police/parents/contact LEA/ 1-3 day on campus reassignment or 1-10 day suspension/2 weeks minimum in the Transition Wing of the dormitory/counseling. School personnel may order a change of placement for up to 45 days if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance when on school property or at a school function.	Phone police/parents/contact LEA/1-3 day on campus reassignment or 1-10 day suspension/2 weeks minimum in Behavior Transition in the dormitory/agreement to attend drug or alcohol abuse classes/counseling/contract. School personnel may order a change of educational placement or attendance in a treatment program in or outside of the school year for up to 45 days if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance when on school property or at a school function.

There are no second or third consequences for the following offenses because the incidents are serious enough that they do not warrant additional chances. Instead, an automatic IEP conference will be convened before permission to return to classes and dormitory. Attendance is required by

<p>student, parent(s) or legal guardian(s), and LEA.</p> <p>Note 1: Student will be suspended until the IEP can be held.</p> <p>Note 2: Intervention strategies such as counseling and behavioral management plan will be used when appropriate.</p> <p>Note 3: The police will be called only after permission from the Executive Duty Officer unless the student is a danger to self or to others (i.e.: assault or battery)</p>		
Level 3	Definition	1st Offense
Distribution or sale of drugs or alcohol	Selling or providing illegal drugs or alcohol including look-a-likes, is strictly prohibited (SAL).	Notify police, parents, and contact LEA and 7-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and ER/IEP conference and counseling or expulsion.
Extortion	Obtaining sex, drugs, money, or other valuables from another person through the use of force or coercion (EXT).	Restitution and notify police and parents and contact LEA and 1-3 day OCR or 3-5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory. Eligibility Review
Robbery	Taking the property of another by force or threat of force totaling \$100-300 (ROB).	Notify police and parents and contact LEA and 5-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and restitution and IEP/ER and possible expulsion.
Arson	Intentionally setting fires when there is the probability they will cause property damage, bodily injury, or anxiety (ARS).	Notify police and parents and contact LEA and 7-10 day suspension, IEP/ER and counseling or expulsion.
Theft (over \$100)	Obtaining another person's property illegally-- for the purpose of this code, theft applies to property valued at \$100 or more (LAR).	Notify police and parents and contact LEA and 3 day OCR and 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP and restitution.
Bomb threat	Falsely telling someone that a bomb exists, or stating the intent to obtain or use a bomb (BOM).	Notify police and parents and contact LEA and immediate suspension pending convening ER/IEP.
Assault or battery	Inflicting physical pain or injury, or beating another person in a violent manner (BAT).	Notify police and parents and DCFS and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP.
Possession or sale of stolen property	Having or selling property belonging to another person or the State without the consent of that person or the State (STP).	Restitution and notify police and parents and DCFS and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP.
Break-in or forced entry	Breaking a lock, window, etc. or using force to get into a building, room, or vehicle with intent to steal or harm property or person (BRE).	Restitution and notify police and parents and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion and counseling and ER/IEP.
Level 3	Definition	1st Offense
False fire alarm	Intentionally activating a fire alarm with the knowledge that no fire or other reason to use	Notify police and parents and contact LEA and 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling. Eligibility Review

	the alarm exists (FFA).	
Sexual abuse	Knowingly behaving in such a way that is in violation of school and social rules, policies, and norms concerning sexual behavior (SXA).	Notify DCFS and police and parents and contact LEA and 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion. Eligibility Review
Sexual assault	An act of sexual penetration by use of force or threat of force (SXB).	Notify DCFS, police, parents and contact LEA and 10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion. Eligibility Review
Other (level 3)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 3 infractions. The schools recognize that factors such as mitigating circumstances and new situations can have an impact on incidents (OT3).	*Consequence decided upon severity of offense. Eligibility Review.