



In-School Suspension (ISS)

Positive Behavioral Supports and Interventions

Behavioral Interventions

Behavioral interventions aim to increase the likelihood of desirable behaviors and decrease the likelihood of undesirable behaviors. Positive Behavioral Supports and Interventions are used to model, teach, and reinforce positive behavior in all students. The most effective and humane way to reduce undesirable behavior is by developing, strengthening, and generalizing desirable behavior to replace undesirable behavior. In some situations, students may need additional interventions and support to learn, practice, and demonstrate desirable behaviors. More restrictive behavioral interventions should be temporary and approached with utmost caution. Proactive strategies should always be used, even when more restrictive interventions are implemented. The use of restrictive interventions should be based on assessment, planning, supervision, evaluation, documentation, and protective measures. The use of restrictive interventions should maintain respect for the student's dignity and personal privacy and remain consistent with the educational goals of enhancing the student's academic, behavioral, social, and emotional growth.

It is important to note that the specific interventions used should be tailored to the individual student's needs and preferences. Regular assessment, collaboration with relevant professionals, and ongoing observation of the student's response to the interventions are crucial for determining their effectiveness and making necessary adjustments.

Restrictive interventions are to be used for the minimum time needed to control the student's behavior. After three restrictive interventions over a 30 school-day period, a functional behavior assessment must be completed, and a behavior intervention plan developed and documented in the student's IEP.

Restrictive interventions shall only be used in the following situations:

- In emergencies
- After nonrestrictive interventions have been attempted and documented
- In conjunction with positive interventions designed to strengthen replacement behaviors



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In-school suspension (ISS) refers to the suspension within the school premises during regular school hours. Students who receive an in-school suspension must report to a designated area within the school, such as a classroom or a supervised study hall. They remain there for a specified time, usually missing regular classes or activities, while engaging in assigned tasks or completing academic work.

During in-school suspension, students may be provided with specific assignments or tasks to complete under the supervision of a teacher or staff member. These assignments could include academic work, reflection exercises, or other constructive activities aimed at encouraging students to reflect on their behavior and make better choices in the future. In-school suspension allows students to serve their disciplinary consequence without being absent from school, ensuring they continue to receive academic instruction.