



Behavioral Intervention Assurance Statement

June 25, 2024

HTD Day has established and adheres to a Behavioral Intervention policy that is in alignment with and compliance with 23 Illinois Administrative Code 1.285 and 105 ILCS 5/14-8.05.

Executed this 14th day of October 2025

Barry Cohen

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RTO POLICY & PROCEDURES

Therapeutic Hold

HTD Day adheres to the applicable state laws and regulations, specifically, Section 10-20.33 of the *Illinois School Code* (105 ILCS 5/2-3.130 and PA 102-0339r and 23 Illinois Administrative Code 1.285, pertaining to the use of isolated time out, time out,

HTD Day staff believe a student's development will progress if the child experiences a supportive, structured, consistent, and stimulating environment. When behavioral and emotional disabilities impede academic success, our staff utilize various strategies to help the students learn the academic, social, and emotional management skills necessary for success within the school environment.

Throughout the school day, the staff utilizes a point sheet to acknowledge each student's positive, pro-social, and notable efforts. Staff are trained to use a progressive series of pre-teaching, verbal prompts, redirection, and breaks to provide students with opportunities to make more productive choices in times of stress. They also help the students identify problems and areas of struggle and utilize the point sheet to explain why their behavior impedes their ability to succeed in the classroom. They will point out the negative effects the problem is creating, suggest alternative behaviors, and help the student practice these within a nurturing setting.

At times, the student may persist with disruptive or inappropriate behaviors. When this occurs, the student will be asked to leave the activity but remain within the group's proximity.

Students may use Restorative Intervention and Support (RIS) if they require additional support. RIS may be student-initiated or teacher-initiated and can include taking a sensory break with fidgets and sensory tools, receiving counseling services with a therapist, engaging in a preferred break activity (listening to music, drawing, talking with the staff, exercising, etc.) to assist a student in calming and de-escalating. RIS may also be a space for a student working through an in-school suspension or other disciplinary measures; however, these students do not rise to imminent danger.

Our Intervention Specialists are trained in crisis intervention, trauma-informed strategies, restorative practices, zones of regulation, sensory regulation techniques and tools, conflict resolution, and methods of managing a student's high level of emotional stress. The Intervention Specialists are skilled at teaching students to control their

impulses better, meet their needs more effectively, and practice pro-social, appropriate ways to cope with and express their thoughts and feelings.

Suppose a student is acting in a manner that indicates an imminent danger to him/herself or others. In that case, it may be appropriate for the staff to engage in a "therapeutic hold" of the student to prevent this outcome. The safety and dignity of the child, as well as the safety of peers and staff, is of paramount importance in this process, and it is always as unobtrusive and brief as possible. HTD follows Crisis Prevention Institute (CPI) guidelines regarding therapeutic holds and adheres to Section 1.285 of the IL. School Code. According to IL. School Code section 1.285, students are checked every 15 minutes for distress, and any hold over 30 minutes requires the review and approval of the nurse or school administrator. After each incident of physical restraint or time out, parents are informed of their rights under the IDEA, that they can file a complaint to the State Superintendent, and that the facility will assist them with this, if necessary. Upon admission, the Administration reviews all student medical records, IEP documentation, and psychologist reports to determine if there are no medical contraindications to its use. At least 8 hours annually of consistent staff training in crisis prevention and non-violent physical intervention techniques is provided by HTD Day and is required of all staff members. A variety of therapeutic holds can be implemented for students in imminent danger of themselves or others, such as transport, child hold, team control, or a passive hold. Upon admission, the Administration reviews all student medical records, IEP documentation, and psychologist reports to determine if there are no medical contraindications to its use. Consistent staff training in crisis prevention and non-violent physical intervention techniques is provided by HTD Day and is required of all staff members. If a therapeutic hold is necessary to maintain the immediate care, welfare, safety, and security of students and staff, the following will occur:

1. The administration or their designee will be present during the intervention
2. The school nurse and the student's therapist will be notified
3. The school nurse or designee will conduct a wellness check to determine whether any injuries or not
4. Parents will be notified on the same school day
5. NCI paperwork will be completed including:
 - a. Restorative Intervention Referral Form (precipitating classroom events, antecedents, interventions used)
 - b. School Incident Report (narrative by all staff involved in the hold, including therapist, nurse, and senior staff member evaluating the child during and immediately after the hold)

6. Completion of ISBE Restraint paperwork completed and sent to:

- a. Parent and District within 24 hours
- b. Entry into ISBE SIS within 48 hours
- c. Written notice to parent/guardian, no later than two school days after the incident of RTO, of the right to request a meeting with school personnel; if requested, the meeting must take place within two school days after the request
- d. Parents or guardians have a right to file a complaint with ISBE to investigate if the school misused RTO. You can only file a complaint within one year of the RTO incident.

i. There is no cost to file a complaint with ISBE

ii. To submit your complaint, you must complete the R.T.O complaint form and Consent to Release Student Information form and email it to restrainttimeout@isbe.net

iii. You do not need an attorney to file a complaint. If you need help completing the forms, you may request assistance by contacting restrainttimeout@isbe.net.

iv. Parents or guardians can mail signed complaints to:

The Illinois State Board of Education
Student Care Department
100 North First Street
Springfield, Im,1ois 62777-0001
restrainttimeout@isbe.net
217-785-5585

7. Post therapeutic hold, the student's team discusses current behavioral concerns and analyzes the effectiveness of the current Behavior Intervention Plan at the next Functional Behavioral Assessment or team meeting.

HTD Day follows all procedures specified in the 23 Illinois Administrative Code C.H.I.S. Subpart B Section 1.285. At times, the nature of the threats to self or others may necessitate:

- Contact an emergency assessment team who will evaluate for hospitalization or refer the student and parent to a local Emergency Room so the student can be evaluated for hospitalization.
- Contacting the local Police Department
- Contact the student's psychiatrist, outside therapist, probation officer, caseworker, etc., for additional support.
- An informal parent meeting and formal staffing may be required.
- Chronic threatening or aggressive behavior may also result in the team's careful assessment of whether the student continues to be appropriate for HTD Day.

We do not endorse using time-out/padded rooms, mechanical restraint, or harsh/punitive interventions. HTD Day does not engage in the therapeutic holding of a student as a consequence or discipline or for any other reason aside from a clear indication that a student is an imminent danger to themselves or others. Overall, we believe that students can learn to act safely and appropriately with the positive guidance of nurturing adults who adhere to the precise rules, boundaries, and expectations established within the school.

Procedures

1. People involved must handle phone calls to parents/guardians o_n the day the incident occurred. The district rep was notified of the incident the same day.
2. Therapeutic Rapport and debriefing take place. During this time, the students and staff are checked out for injuries. Determine whether the student or staff are injured. If they are injured, document the damage with Banner's official form. Administer first-aid if requested or observed.
3. Administrator(s) will complete the **ISBE Physical Restraint, Therapeutic Hold Notes, and Employee Injury** (if needed) forms.
4. Enter **the Physical Restraint form** in ISBE's Student Information System (SIS) **within two business days**.

5. All parties involved must write statements about what happened after the incident. The statements must be submitted to Eric or Corey, who sends them to Dave. Dave combines all individual statements to give to Eric. Eric will then fill out the formal ISBE paperwork. The banner restraint and incident forms will be submitted as well. Staff will complete the parent notice of physical restraint.
6. The following day, an all-staff debriefing will take place. The next day, meet to discuss what could be done differently and what next steps will be accepted. Complete the **Restraint Review Form**.
7. Complete and mail the **Parent Notice of Restraint** (form) **within one business day**.
8. All forms are available in the Copying Room.
9. The RTO Policy and procedures are reviewed monthly at a minimum.