



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 15

**Physical Restraint, Time Out, Isolated Time Out
Reduction Plan**

July 2023

Updated 11/1/23



In accordance with the requirements set forth in 105 ILCS 5/2.3.130 and Public Act 102-0339, each school district must create an oversight team that consists of, but is not limited to, teachers, paraprofessionals, school service personnel, and administrators to develop district-specific plans that include procedures to reduce and eventually eliminate the use of physical restraint, time out, and isolated time (RTO). The progress towards the reduction and eventual elimination of such interventions shall be measured by the reduction of the overall number of incidents of those interventions and the total number of students subjected to those interventions. The plan must include specific actions set forth in legislation and shall align with the reduction goal set forth by the Illinois State Board of Education (ISBE).

Progress will be measured around the three reduction goals, as identified by the state and the district.

The following plan will apply to all 20 schools in Community Consolidated School District 15, which include:

- | | |
|----------------------------------|--------------------------------|
| Carl Sandburg Junior High | Marion Jordan Elementary |
| Central Road Elementary | Pleasant Hill Elementary |
| Frank C. Whiteley Elementary | Plum Grove Junior High |
| Gary M. Sanborn Elementary | Stuart R. Paddock Elementary |
| Hunting Ridge Elementary | Thomas Jefferson Elementary |
| Jane Addams Elementary | Virginia Lake Elementary |
| John G. Conyers Learning Academy | Willow Bend Elementary |
| Kimball Hill Elementary | Walter R. Sundling Junior High |
| Lake Louise Elementary | Winston Campus Elementary |
| Lincoln Elementary | Winston Campus Junior High |



Definitions:

- Time Out - refers to a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting. **During a time out, the door to the enclosure shall not be locked or held to block a student's egress. Moreover, staff may not use blocking pads or a similar object to restrict a student's egress from the enclosure.**
 - A time out does **NOT** include:
 - Student -initiated or student requested break
 - Student-initiated sensory break or teacher-initiated sensory break which may include a sensory room with tools to assist a student with calming and de-escalation
 - In-school suspension or detention
 - Evacuation of other students from a classroom
 - Or any other appropriate disciplinary measures that would include a student's brief removal to the hallway or similar environment
- Physical restraint - refers to holding a student or otherwise restricting the student's movements and includes on the use of specific, planned techniques
 - Mechanical and chemical restraints are **prohibited** by regulations
 - Physical restraint should only be used when:
 - A student's behavior poses an imminent danger of serious physical harm to himself, herself, or others
 - Other less restrictive and intrusive measures have been tried and have proven to be ineffective in stopping the imminent danger of serious physical harm
 - There is no medical contraindication to its use
 - The staff applying the restraint have been trained in its safe application and under [23 IAC 1.285\(i\)](#), [105 ILCS 5/10-20.33](#), and [105 ILCS 5/34-18.20](#).
- A physical restraint does NOT include a momentary period of physical restriction



- Momentary period of physical restriction: physical contact used to prevent a student from completing an act that would otherwise result in potential physical harm to the student or another person or damage to property
 - Direct person-to-person contact
 - Without the aid of material or mechanical devices
 - Accomplished with limited force

Goal Development:

- **State Goals**
 - Goal 1: Reduce the number of RTO incidents by 10%
 - Goal 2: Reduce the number of students experiencing RTO by 10%
- **District Goal**
 - Goal 3: Reduce the number of K-2 students experiencing RTO by 25%
 - Goal was selected by oversight committee after reviewing current RTO data

Progress Reporting:

In comparison to the data from the 21-22 school year, there was an increase in the overall number of incidents from 377 incidents to 444 incidents. However, the number of students with RTO incidents remained consistent. The dates the team will meet during the 23-24 school year will be: November 3, 2023; January 19, 2024; April 12, 2024, and May 22, 2024.

2022-2023 Data

	Baseline: June 2023	Target: by June 2024
Number of Total Incidents	444	399
Number of Total Students with RTO	38	34.2



Number of students K-2	20	15
------------------------	----	----

Improvements from District's 2022-23 RTO Reduction Plan

- There was an increase in students being placed in district special education self-contained programs based on need as well as in out of district placements. School teams have had more efficient problem-solving conversations to make best placement determinations for students based on their performance and needs.
- Engaged in program reviews for our SIP, SEAL and ACES programs this year. These are programs that have students who have experienced a high frequency of RTO this school year. The program reviews included conversations about updating support and services for students based on having a better understanding of the learner profiles of the students within the program.
- Checklist for administrators regarding updated process for RTO documentation and parent communication has been helpful to decrease errors in following state guidelines and timelines
- Having Student Services Coordinators as CPI trainers for the district helped to provide access to trainers in all schools
- MTSS process was enhanced with a more robust problem solving process
- In January, there was a district-wide half day training for all staff with a focus on behavior and reviewing discipline and RTO data.
- Expanded access to more staff to be trained in CPI, LSCI, and other de-escalation strategies, including classified staff

Targeted areas that were not successful and contributing factors

- As with many districts, there were significant staffing challenges which also included high sub shortages
- Identified the need to restructure our district CPI training so that it was more appropriate to meet the growing needs of students and staff
- Continued concerns with accuracy of documentation and reporting of incidents
- There has been an increase of hospitalizations, especially at the junior high level, for mental health related issues



- Limited understanding of FBA/BIPs by district staff
- Limited time for meetings with teams and parents

District Plan

- A. Adoption and Use of Positive Behavioral Interventions and Supports
- a. Annual training for all staff and administrators on the tiered supports for social and emotional learning through our MTSS process.
 - b. Utilization of a social and emotional learning curriculum
 - i. The district will be adding a scope and sequence to address safety and culturally responsive standards
 - c. Direct support to improve individual classrooms, - or school-level student wellness or positive behavior provided to school or grade level teams.
 - d. Addition of scope and sequence to address safety and culturally responsive standards
 - i. Inclusion of a District-wide Safety Week in the Fall of 2023
 - e. [D15 SEL for Elementary](#) [D15 SEL for Junior High](#)
 - f. During the 2-24 school year, the district will be trained in and will implement CHAMPS district-wide. Initial training for administrators will occur in July 2023 and all staff will receive training during institute days in August
 - i. Training to be provided by Safe and Civil Schools
- B. Use of Best Practices to De-escalate Situations to Avoid Physical Restraint, Time Out, and Isolated Time Out
- a. Verbal De-escalation strategies learning through annual CPI Training
 - b. Teachers, related service providers, and administrators trained in Life Space Crisis Intervention (LSCI)
 - c. Use of Restorative Practices
 - i. Restorative practices training that led to morning meetings, restorative circles, and other restorative practices such as debriefing meetings



- ii. Various components of LSCI training incorporate restorative practices
 - d. Trauma-informed practices and training
 - e. Training in culturally and linguistically responsive practices across the district
 - C. Use of Crisis Intervention Techniques as an Alternative to Physical Restraint, Time Out and Isolated Time Out
 - a. Staff and administrators receive annual Nonviolent Crisis Intervention training through the Crisis Prevention Institute (CPI); training was updated to align more with the needs of the students in the district.
 - i. All building level administrators and clinicians are trained on an annual bases
 - 1. Building level administrators are encouraged to attend a CPI training in which other staff from their school will also be attending.
 - ii. Additional staff who work directly with students who require specific supports through their behavior intervention plan and/or programmatic needs
 - 1. Classroom teachers (where required by individual student plans, programmatic needs, or where anticipated needs are likely to exist)
 - 2. Building Itinerant Teachers who are located in buildings where there are programs where there could be high incidences of RTO
 - 3. Bilingual Staff (as needed by building demographics, specific student needs, and/or where anticipated needs are likely to exist)
 - 4. Non-certified support staff (where required by individual student plans, programmatic needs, or where anticipated needs are likely to exist)
 - a. Special Education Program Assistants (SEPA/SEPC/SEHN) will be required to attend CPI training.



- i. [Restraint/Time Out Administrator Checklist and Procedures](#)
(Appendix D-1)
 1. Describes the steps that school administrators will take following an incident of restraint or time out. The document includes the communication plan to parents after an incident has occurred following the guidelines of PA 102-0339
 2. This checklist also includes a Sample ISBE restraint form with steps on how to complete each section: [Updated Sample RTO Form](#) (Appendix D-2)
 - ii. [RTO – School and Team Meeting Following Restraint form](#)
(Appendix D-3)
 1. Form used to document any of the following:
 - a. Parent request for a meeting after any incident and documentation of the meeting
 - b. Parent declined a meeting after any incident or did not request a meeting after 10-day period
 - c. Parent meeting following the third incident of RTO during a 30-day period and documentation of the meeting
 - b. Team Debrief Process Following Restraint/Time Out
 - i. [Crisis Debrief Form](#) (Appendix D-4)
 1. This will be required for any incident of physical restraint.
- E. Development of Individualized Student Plans as Required by PA 102-0339
(Separate and apart from a student IEP or 504 Plan)
- a. [FBA/BIP Pathway](#) (Appendix D-5)
 - b. If a student currently has an IEP, the team will reconvene to review the supports currently in place in accordance with the IEP and Behavior Intervention Plan (BIP). If a student does not currently have a BIP, the team will determine if one is necessary.
 - i. Students with a 504 plan would also have documented behavioral accommodations and supports described in their plan.
- F. Problem-Solving Team Meetings
- a. Purpose: Procedures to ensure appropriate school personnel are fully informed of the student’s history, including any history of physical or sexual abuse, and other relevant medical mental health information



b. Process:

- i. [Record Review Template](#) (Appendix E-1)
- ii. [Problem Solving Meeting Notes](#) (Appendix E-2)
- iii. IEP/504 Plan Access:
 1. Consistent with State and federal laws on confidentiality and student record information, individuals with a current demonstrable educational interest will receive relevant information about a student's history. This will include staff working directly with the student, including teachers, paraprofessionals, and related service providers. As appropriate and necessary, other staff with supervisory responsibilities for the student will also receive pertinent information.
 2. Staff working directly with a student will access the student's IEP or 504 plan, or other relevant documents, at the start of the school year and/or, as documents are received or revised. Staff will have unfettered access to these documents and will receive prompt notice of pertinent revisions or updates to students' programming and services. Staff may receive copies of IEP- or 504-at-a-glance documents.

G. Plan Progress Monitoring and Modification Process

- a. The district oversight team will meet quarterly during the first year, and annually thereafter, to review current data and trends as they relate to the use of RTO interventions. The dates the team will meet during the 23-24 school year will be: November 3, 2023; January 19, 2024; April 12, 2024, and May 22, 2024.
 - i. Reviewing and analyzing student data across all schools
 1. Hanover Digital is our current student data dashboard
- b. The district oversight team will seek to provide continuous training and oversight of school staff and administrators regarding proactive strategies to decrease the number of restraints and time outs across the district



- c. The oversight team will revise the plan, as needed, to reduce the overall number of incidents involving restraint and time out

A copy of this plan will be made available to the public on the District’s website.

Oversight Team Members

Tracey Wrobel - Director of Student Services	Michael Coleman - Asst. Principal <i>Lincoln Elementary</i>
Verna Neumann- Asst. Director of Student Services	Christy Loh - Asst. Principal <i>Conyers Learning Academy</i>
Dr. Laura Swanlund - Director of Comprehensive Mental Health and Related Services	Matt Stary - Asst. Principal <i>Conyers Learning Academy</i>
Justyna Socha - Student Services Secretary	Amanda Redmond - Asst. Principal <i>Conyers Learning Academy</i>
Liz Ashmann - Asst. Director of Related Services	Olivia Gentile - Student Services Coordinator
Matt Warren - Principal <i>Conyers Learning Academy</i>	Lori Frasco - Paraprofessional <i>Conyers Learning Academy</i>
Kate Arenberg - Principal <i>Gray M. Sanborn</i>	Natalie Cerrone - Teacher <i>Frank C. Whiteley</i>



Appendix

D-1: [Restraint/Time Out Administrator Checklist and Procedures](#)

D-2: [Update Sample ISBE Form](#)

D-3: [RTO - School and Team Meeting Following Restraint form](#)

D-4: [Crisis Debrief Form](#)

D-5: [EBA/BIP Pathway](#)

E-1: [Record Review Template](#)

E-2: [Problem Solving Meeting Notes](#)