

Yorkville CUSD 115 Restraint and Time Out Plan

Public Act 102-0339 was signed into law August 13, 2021. It amends the Illinois School Code and specifies that the use of physical restraint, time out, and isolated time out will be limited to instances in which the student's behavior poses an "imminent danger of serious physical harm." ISBE is required to establish goals with specific benchmarks to reduce the use of physical restraint, time out and isolated time out over the next three years with a goal of: over a 12-month period, a 25% reduction in the use of physical restraint/time out/isolated time out for students experiencing over 5+ instances in a 30-day period. Below is Yorkville District 115 approved restraint and time out plan.

> Plan Component

Explain how the entity plans to adopt and utilize positive behavioral interventions and support rather than physical restraint, time-out, and isolated time out.

Action Items

In Yorkville Community Unit School District 115, positive behavioral interventions that have been adopted include, but are not limited to: all special education staff will receive training regarding District-wide positive Behavior Support Strategies, Zones of Regulation, as well as CPI de-escalation strategies which support non-coercive environments. Classrooms will be provided with sensory materials and calming corners when applicable. School-wide sensory rooms will be available. Additionally, District 115, will provide proactive, preventative, and tailored positive behavioral interventions for students identified through behavioral screeners, referrals, or school problem-solving teams that meet regularly.

Implementation of positive behavioral support strategies interventions through all district-wide programming.

Steps Needed to Complete Action Item

District 115 administration and specialists (behavioral specialists, psychologists, social workers, OT, Speech) will collaborate with school teams (including teachers, teacher assistants, para professionals, and building administration) for ongoing support in utilizing positive behavioral interventions. This will include review of school behavioral data, behavioral support expectations for each school.

Staff will be provided professional development in CPI de-escalation and positive behavioral support strategies to reduce/eliminate restraint, time out, and isolated time out. This staff training will be provided during beginning-of-the-year institute days, no later than October 1, to all specialized program staff working with students with IEPs. It will be ensured that all certified staff, para-professionals, and related service providers are identified and attend the professional development training. Additionally, a crisis team consisting of district security personnel and administrators will attend Crisis Prevention Intervention training.

Additional examples may include:

Training opportunities for select staff that focuses on behavioral and emotional regulation training, which may include alternatives to hands-on approaches, including by not limited to verbal and non-verbal deescalation strategies.

As mentioned above, increased time allocated for training for staff that serve students with significant behaviors and mental health challenges to allow for more proactive interventions and services.

Ongoing data review by District Student Services Administration of RTO interventions to inform staff support, training, and development needs based on information obtained about trends in use of RTO.

> Plan Component

Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time-out, and isolated time out.

Action Items

Provide professional development and training on de-escalation techniques, positive behavior support strategies, trauma sensitive practices, implicit bias, special education and Section 504 implementation best practices, restorative practices.

Steps Needed to Complete Action Item

Develop/Implement consistent training methods/materials and schedule for training.

Ongoing professional development/training, support, and collaboration will occur as well as planning for onboarding for new hires.

> Plan Component

Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time-out, and isolated time out

Action Items

Provide professional development and training on crisis techniques by:

Identifying levels of positive behavioral interventions and supports in order to educate staff during training sessions on Annual CPI training for identified staff.

Identify certified crisis intervention responders and define roles for staff.

Steps Needed to Complete Action Item

Each building will identify crisis intervention responders and their roles for each responder. (Nurse must be included in this team). Develop/Implement consistent training methods/materials and schedule for training. CPI training schedule will be provided to staff at the beginning of each school year.

Ongoing professional development/training, support, and collaboration will occur, as well as planning for onboarding for new hires.

> Plan Component

Describe entity's plan to utilize debriefing meetings to reassess what occurred and why it occurred and to think through ways to prevent use of intervention the next time.

Action Items

After each intervention, it will be required for building teams to conduct debriefing meetings to assess what occurred, why it occurred, and to think through ways to prevent use of the intervention the next time.

Additionally, weekly proactive team meetings to plan for students as well as utilization of the Individual Student Plan for any student that meets the criteria.

Steps Needed to Complete Action Item

Case manager and/or response team will schedule debriefing meetings and ensure staff are aware of and utilize debriefing procedures.

Case manager and/or response team will document debriefing efforts and attach to the student's file.

> Plan Component

Include action step(s) that describe procedures to ensure that 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. Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.

Action Items

District 115 Student Service Administration will develop procedures for ensuring that 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.

Information will be shared pursuant to board policy 7:340.

Steps Needed to Complete Action Item

Share known relevant information with appropriate school personnel at the beginning of the school year to the extent that it impacts behavior management, de-escalation, crisis management, etc.

When creating any individual student plans, teams will ensure that appropriate school personnel are fully informed of any known information of the student's history, including any history of physical or sexual abuse, and other relevant medical and mental health information.

Staff will share appropriate behavior intervention plans, IEP at a Glance and Section 504 plans.

Staff will be made aware of and shared medical plans, and involved in student's intake/re-entry meetings if hospitalized.

When debriefing the use of restraint or time out, all relevant information will be documented and attached to the student's file.

> Plan Component

Identify steps to develop individualized student plans as required by Public Act 102-0339. Plans should be separate and apart from a student IEP or 504 plan.

Action Items

Develop, implement and determine procedures for reviewing individual student plans.

Steps Needed to Complete Action Item

Criteria for developing an individualized plan:

For students that have experienced 5 or more instances of restraint, time out, or isolated time out (RTO) in a 30-day period.

For any students that have experienced repeated instances in a month, a semester, a 1-year period.

Identify relevant and appropriate individuals as part of the student's serving team that can include some or all of the following: behavior specialists, special education teachers, social workers, District Student Services Team, speech pathologist, occupational therapist, nurse, psychologists, school administrators, parent.

Review and analyze individual student data related to RTO and current BIP:

If student already has a BIP, an amendment can be completed.

If student does not have a BIP, domains will be opened and parent consent will be obtained to complete a Functional Behavioral Assessment.

General Education Behavior Intervention Plan will be completed while domain process is being completed.

At each of the above meetings, the team will document that there will be the above steps taken to reduce their use of these restrictive interventions.

Ongoing support, training, and collaboration will occur with the serving team as they work to implement the plan and review its effectiveness.

> Plan Component

Describe how the information will be made available to parents for review.

Action Items

Identify the method of communication for how the District will notify parents and guardians that the plans and reports are available for review:

Web posting
District Email

Steps Needed to Complete Action Item

Through the identified method of communication, the District 115 will notify parents and guardians that the plans and reports are available for review.

The District's Restraint and Time Out Plan (RTO) is accessible on the District's Student Services website.

> Plan Component

Describe a modification process (as necessary) to satisfy aforementioned goals.

Action Items

District Administration and relevant specialists will review data annually to ensure the district is making progress towards goals and procedures are in line with all laws, recommendations, and directives.

Steps Needed to Complete Action Item

District committee will complete a student data review related to RTO interventions to better understand use, trends, and student and staff development needs on a quarterly basis. Additionally this team will ensure plan compliance with any changes.