



Physical Restraint, Time Out, Isolated Time Out Reduction Plan

Progress Update for 2024-2025

Required components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
A	Expand systemic adoption of positive behavioral intervention strategies and trauma-informed practices.	<ol style="list-style-type: none"> 1. Review current professional development and training offerings to understand what is working and what could be improved. 2. Assess gaps in stakeholder training offerings. 3. Develop alignment with other initiatives surrounding student well-being, culture and climate, and current training. 4. Build a comprehensive training plan with district-wide themes, building-specific practices, and role-centric needs. 	This will be completed in the fall of 2024.	The oversight committee will be the primary team reviewing current practices and assessing gaps. This will then be shared with other committees to create alignment with current initiatives on student well-being and culture/climate.
B	Audit the full scope of current practices and training utilized throughout District 125 to ensure alignment.	<ol style="list-style-type: none"> 1. Audit current materials and training that support or counter the RTO goal 2. Modify materials and training that are counter to the goal and reinforce in a comprehensive training plan those that are supportive 3. Develop training to support new hires and current employees with awareness, confidence, language and definitions, and district standards in the area of de-escalation 	This will be completed in the fall of 2024.	The oversight committee is developing a systemic adoption of positive behavioral intervention strategies and trauma-informed practices.
C	Operationalize District 125's current practice that utilizes crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out. These interventions focus on de-escalating by 1) identifying the crisis, 2) managing the setting, 3) providing space, and 4) leveraging emergency	<ol style="list-style-type: none"> 1. Reinforce that current practices support our beliefs and values. 2. Ensure that the practices are memorialized in training materials and employee documents. 3. Create language, roles, and tasks that best operationalize these practices for employees. 	This will be completed during the summer and fall of 2024.	The oversight committee will review work to ensure district-wide continuity.

	resources and support.			
D	District 125 will continue implementing debrief meetings led by building leadership following a crisis. Additionally, District 125 will implement an After-Action Review committee to review potential adjustments to practices, policies, procedures, and professional development.	<ol style="list-style-type: none"> 1. Propose the advantages of an After Action Review team to district leadership. 2. Establish the operational responsibilities of this team and the members who serve on it. 3. Select a model for the After Action Review team to debrief a crisis. 4. Provide the After Action Review team with professional development on the selected model. 	This will be completed during the fall of 2024.	The Special Education Core Leaders, Special Education Director, and Assistant Director.
E	Establish information sharing and compliance protocols that best support awareness while maintaining privacy and confidentiality.	<ol style="list-style-type: none"> 1. Review current practices of information sharing to understand gaps and needs. 2. Align data sharing with roles and responsibilities rather than people 3. Create information-sharing and compliance protocols, including hierarchy, request flows, and dissemination practices 4. Develop parental agreements on the sharing of information as indicated by this action plan 	Ongoing for the 2024-2025 school year.	The Assistant Principal of Operations, Assistant Directors of Student Services, and Special Education.
F	Identify spaces for de-escalation and ongoing training for staff on de-escalation techniques to be implemented for all Stevenson students.	<ol style="list-style-type: none"> 1. Create behavior contracts for students with and without IEPs. 2. Provide training to teams to include de-escalation techniques to reduce the time in RTO interventions. 3. Create spaces for students like the calming, meditation, and quiet rooms. 	To be completed in the Spring of 2025.	The Assistant Directors of Student Services and Special Education.
G	Proactively communicate District 125 information regarding RTO and this action	<ol style="list-style-type: none"> 1. Share to the Board of Education via an informational item 2. Publish information about our RTO action 	This will be completed during the fall of	The Oversight Committee

	plan.	<p>plan on the district website</p> <p>3. Utilize ISBE’s language and document template for guardian follow-up should physical restraint, time out, or isolated time out be used</p>	2024.	
H	If needed, the oversight committee will meet to review and modify the plan; this will be based on monthly reviews of the RTO data.	Review the RTO data submitted to ISBE.	Monthly for the 2024-2025 school year.	The Director of Special Education.