

Physical Restraint, Time Out, and Isolated Time Out Progress Report and Reduction Plan Template

This template is an example to assist in guiding the development of the district RTO Reduction Progress Report and Plan. An entity may choose to utilize another template/format. The Progress Report and Reduction Plan template shall be submitted to rtoreductionplan@isbe.net by July 1, 2024.

Progress Report:

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2023-2024.

The Data from the Physical Restraint and Time out Summary Reports FY 22, FY 23, and FY 24 show the following:

FY 22 7 students total and 48 number of restraints

FY 23 25 students total and 211 number of restraints. It should be noted that 2 of the 25 students were enrolled in other districts but attended a therapeutic day school within the boundaries of the ESL. However of the total 25, 22 were enrolled with ESL SD and attending a Therapeutic Day facility.

FY 24 21 students total and 119 number of restraints. It should be noted that 2 of the 21 students were enrolled in other districts but

How has your district's school year 2023-2024 RTO Reduction Plan supported improvements?

East St Louis SD 189 has built Social Emotional Learning into the Master Schedule at most schools. In addition, E St Louis SD continues to implement the use of Restorative Justice Practices, Restorative Circles, Peace Circles, and PBIS, and provide universal support to all classrooms by teaching lessons aligned to the Social Emotional standards. In the secondary schools, SEL staff provide restorative supports to targeted student groups and provide direct support to individual students. These staff use resources and curriculum such as the Social Emotional standards, Ripple Effects curriculum, and SEL Tiered Supports. SEL Team staff provide universal support to all classrooms by teaching lessons aligned to the Social Emotional standards.

What targeted areas for RTO reduction were not as successful (if any)? Please describe any factors that contributed to the unexpected results from your previous RTO Reduction Plan.

There was a significant increase in RTO for the FY 23 due to this being a full year of in person student attendance post pandemic. In comparing the data from FY 23 to FY 24, it was noted that students involved in incidents decrease by 2, whereas the total number of physical restraints decreased by 92 events.

While the district has held multiple opportunities to train staff, there is still the struggle with participation due to the following:

- Substitute teacher shortage
- After school training

Reduction Plan Template

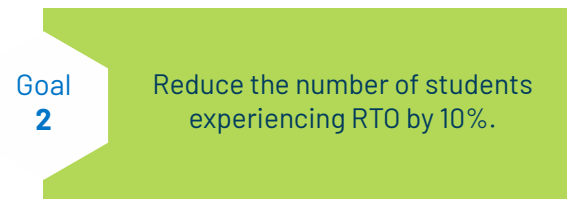
List the names and titles of members of your district restraint and time out oversight team: The following are the list of titles for the oversight team must include, but is not limited to, teachers, paraprofessionals, school service personnel and administrators.

Keisa Garrett, Chief of Schools
Jennifer Brumback, Chief Academic Officer
Kimberly D. Hopkins, Director of Special Education
Kristy Hughes, Assistant Director of Special Education
Lori Chalmers, Director of Parent and Student Services
Kareem Mateen, School Counselor
Rosena Stallings, Special Education Instructional Facilitator
Nicolle Thompson-Williams, Behavior Aide

List dates of oversight team meetings:

April 18, 2024
April 25, 2024
May 7, 2024
May 16, 2024
May 23, 2024

Goal Development: The plan's objective shall be centered around at least three reduction goals. The two required goals for every district are:



The plan shall include at least one goal selected by the district from the list of optional goals based upon district data. **Select at least one of the following:**

- ☐ Reduce the number of K-2 students experiencing RTO by 25%.
- ☐ Reduce the number of students of color experiencing RTO by 25%.
- ☐ Reduce the number of students experiencing five-plus instances of RTO in a 30-day period by 25%.
- ☐ Reduce the number of male students experiencing RTO by 25%.
- ☐ Reduce the number of incidents of RTO for students with autism by 25%.
- ☐ Reduce the number of students with an emotional disability experiencing RTO by 25%.
- ☒ Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%.

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Provide details of a plan to support a vision for cultural change that reinforces the following: A) Explain how the entity plans to adopt and utilize positive behavioral interventions and support rather than physical restraint, time out, and isolated time out;	Review District 189 policies, procedures and practices to ensure alignment to trauma-informed, culturally competent practices providing educational equity for students served Reinforce and establish School PBIS Team	Annual review of district policies and procedures that ensure alignment to mandated trauma-informed and culturally competent practices. (student and staff). Development of student advocacy groups to address student	FY 25	Chief of Schools, Director of Parent and Student Services, School SEL Teams, Principals
B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;	Develop training systems and protocols for ensuring that all staff remain current on related restorative practices (RP) including	Develop a training progression flow chart for all Restorative Practices (RP) trainings to include Level 1, Level 2, Level 3	FY 25	Chief of Schools, Director of Parent and Student Services, School SEL Teams, Principals, Director of Special Education
C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and	Develop training systems and protocols for ensuring that all staff remain current on related restorative practices (RP) including	Assess and maintain the district's needs for the number of in-house trainers for each RP program, as well as determine the number	FY 25	Chief of Schools, Chief Academic Officer, Chief Human Resource Office, Chief School Business Official, Director of
D) Describe the 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.	A. Student Level-post-incident debriefing to re-establish the relationship. B. District Level	Ensure calm state of mind, discuss basic facts, look for patterns of behavior, discuss alternatives to behavior, discuss expectations, provide support	FY 25	Chief of Schools, Director of Parent and Student Services, Director of Special Education, All Principals, School SEL Staff

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
E) 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.	Develop protocols and measurements for physical, social, and emotional wellbeing of all students. Maintain confidentiality of students who are at risk.	Review the written procedures including school policies for when a student engages in threatening behaviors with the Student Services Team. Make adjustments to written procedures if necessary. -Student and/or staff complete universal screeners -Identify students of concern and collect additional data	FY 25	School SEL Staff, Teachers, MTSS/Child Study Teams, Chief of Schools
F) Identify steps to develop individualized student plans as required by PA 102-0339. Plans should be separate and apart from a student IEP or 504 Plan.	Develop individualized plans for students through the MTSS framework for providing positive behavioral interventions and	Review the written procedures including school policies for when a student engages in threatening behaviors with the Student	FY 25	School SEL Staff, Teachers, MTSS/Child Study Teams, Chief of Schools
G) Describe how the information will be made available to parents for review.	Provide two-way communication opportunities for stakeholders	Host Quarterly District Task Force meetings as an open platform for staff, students, and	FY 25	Chief of Schools, Director of Strategic Partnership, Director of Pupil Services, School
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	Review and adjust process and procedures as needed	Hold Monthly/Quarterly meetings to monitor effectiveness Analyze student data	FY 25	Director of Parent and Student Services, School Turnaround Specialists