



Physical Restraint, Time Out, Isolated Time Out Reduction Plan

The plan shall be submitted to rtoreductionplan@isbe.net by July 1- approved by ISBE 8/23/24

SY 23-24: 0 restraints within DPS 109, 1 Time Out

SY 22-23: 5 restraints within DPS 109

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:	How has your district's school year 2023-24 RTO Reduction Plan supported improvements?	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
0 Total Restraints 1 Time Out <ul style="list-style-type: none"> - IEP identified - Female - K-2 	District 109 had a decrease of 5 restraints for the 23-24 School Year. Staff professional development in Safe & Civil Schools. Behavior problem solving post escalation events. Implementation of positive behavioral interventions through Tier 1, 2 and 3 programming. Increased focus on ongoing collaboration and planning for students with BIPs	District 109 had a decrease of 5 restraints for the 23-24 School Year. Plan was successful.

24-25 School Year

Names/Titles:

Joanna Ford - Assistant Superintendent for Student Services
 Marcia Klita - Director for Student Services
 Ginger Logemann- Director for Student Services
 Katie Erbach - District BCBA
 Bill Hellyer - OT
 Eliza Cadkin - Special Education Teacher Representative
 Emily Walker - General Education Teacher Representative
 Maggie Goslin- Intensive Teacher Assistant (Paraprofessional)

Meeting Dates: Quarterly throughout the school year

Planned dates are as follows:

- 9/3/24
- 12/13/24
- 3/14/25
- 6/6/25

Goals:
Reduce the number of RTO incidents by 10%
Reduce the number of students experiencing RTO by 10%
Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%

Provide details of a plan to support a vision for cultural change that reinforces the following:	Action Item	Steps to Complete	Timeline	Responsible Party
A) Explain how the entity plans to adopt and utilize positive behavioral interventions and support rather than	- Review of CPI practices with crisis teams	- Ongoing staff participation in de-escalation training	December 2024	District Admin and Building Admin

physical restraint, time out, and isolated time out;	<ul style="list-style-type: none"> - New staff participation in De-Escalation training as part of new teacher orientation - CPI certification & recertification for each building crisis response team. 	<ul style="list-style-type: none"> - Crisis team review of unsafe behavior and responses 		
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;	<ul style="list-style-type: none"> - Review of trauma informed care. - Review of de-escalation strategies with staff 	<ul style="list-style-type: none"> - Staff participation in PD - Ongoing Staff review of behavior plans 	March 2025	District/Building admin and School-Based teams
C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and	<ul style="list-style-type: none"> - Ensure necessary staff have training and participation regarding individual student behavior plans. - Problem solving team meetings to identify antecedents and possible triggers, interventions - Review Restraint FAQ with building admin 	<ul style="list-style-type: none"> - Ongoing Problem solving meetings 	December 2024	Building Admin
D) Describe the entity's plan to utilize debriefing meetings to reassess what occurred and why it occurred and to	<ul style="list-style-type: none"> - Behavior Problem Solving meetings post incident with structured 	<ul style="list-style-type: none"> - Implement protocol 	November 2024	Building Admin

think through ways to prevent use of intervention the next time.	agenda/outcomes/action items			
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.	<ul style="list-style-type: none"> - Articulation Meetings 	<ul style="list-style-type: none"> - Schedule meetings with the 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 and individual student plans, teams will ensure that appropriate school personnel are student's history, including any history of physical or sexual abuse, and other relevant medical/mental 	Ongoing throughout 24-25 school year	Building Admin

		health information. Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.		
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.	<ul style="list-style-type: none"> - Develop student plans for students who are demonstrating unsafe behavior. - Post crisis/post escalation team review meetings - Review of staff responses/student needs 	<ul style="list-style-type: none"> - Schedule meetings with team to review antecedents, behavior and interventions 	Ongoing throughout 24-25 school year	Building Admin
G) Describe how the information will be made available to parents for review.	<ul style="list-style-type: none"> - Posting on district website 	Add to district website	September 2024	District Admin
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	<ul style="list-style-type: none"> - Quarterly review 	Schedule meetings and host meetings	Ongoing throughout 24-25 school year	District Admin