



September 2024

District Physical Restraint, Time Out, Isolated Time Out Reduction (RTO) Plan

Background

In accordance with the requirements set forth in 105 ILCS 5/2-3.130 and Public Act 102-0339, the district created 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 out (RTO). The plans 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):

The plan's objective shall be a 25 percent reduction in the use of physical restraint/time out/isolated time out over a 12-month period for students experiencing five-plus instances in a 30-day period.

Per ISBE, the school district's plan is intended to encompass students that the district is the service provider. The district plan does not include students placed in cooperative programs, in nonpublic educational programs, or residential facilities.

A plan is required unless a school district can show that it has not used physical restraint, time out, or isolated time out within the last three years, and the district has adopted a policy prohibiting these interventions and can demonstrate enforcement of that policy.

Our district had zero instances of physical restraint, time out, or isolated time out over a 12-month period for students experiencing five-plus instances in a 30-day period.

While we will be reviewing our policy and practices, the current policy does not have language prohibiting the use of RTO, thus we are required to develop an action plan. Below is a copy of the District 225 multiyear RTO reduction plan for the 2024-2027 school years. This plan has been shared with ISBE and deemed to meet the requirements of the law. This plan is also being posted on the district website for parent and community review.



RTO Reduction Goal

The plan's objective shall be to Reduce the number of students experiencing 5+ instances of RTO in a 30-day period by 25%..

Action Plan Sections

Section A: Positive Behavioral Intervention Adoption
Section B: De-escalation Practices
Section C: Crisis Intervention Techniques
Section D: Debrief Meetings
Section E: Information Sharing
Section F: PA 102-0339 Student Plans
Section G: Parent Awareness
Section H: Modifications

Progress Monitoring

While the action plan is a multi-year plan, progress on steps towards completing the action items will be reported on yearly.

RTO Action Plan 2024-2027

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
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;	Evaluate MTSS Behavior Tiers of support to increase positive behavior intervention supports.	<ol style="list-style-type: none"> 1. Review current behavior approach to ensure a progressive process 2. Evaluate current progressive and restorative behavior models for potential adoption such as Safe and Civil School, PBIS, etc. 3. Establish early warning thresholds for Tier 1 and Tier 2 supports 4. Revamp our SIS to match this new work 	August 2024-June 2027	MTSS Team/RTO Oversight Committee
B) Identify effective ways/best practices to deescalate situations to	Evaluate MTSS Behavior Tiers; Outline best practices and	<ol style="list-style-type: none"> 1. Select a current progressive and restorative model using 	August 2025 - June 2026	MTSS Team

<p>avoid physical restraint, time out, and isolated time out;</p>	<p>implementation</p>	<p>all stakeholder feedback</p> <ol style="list-style-type: none"> 2. Provide professional development on the Dignity Framework to promote a system of belonging 3. Provide instructional coaches with the training needed to support teacher implementation of these strategies and practices 		
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and</p>	<p>Increase the number of staff trained in NVCI/CPI Training</p>	<ol style="list-style-type: none"> 1. Update district list of staff who have been trained and identify timeline for retraining 2. Create a PD calendar for initial and refresher training 3. Increase the number of trainers in the District 4. Provide training to all staff who may be involved in RTO 	<p>August 2024 and yearly thereafter</p>	<p>RTO Oversight Committee and Security and NVCI/CPI Trainers</p>

<p>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.</p>	<p>Utilize PREpARE model for working through the crisis and debriefing the situation.</p>	<ol style="list-style-type: none"> 1. Create a District Manual for responding to Crises. This manual will be given to all Student Service members. In addition a lite version will be provided to all staff 2. The district crisis committee will come together throughout the year to provide feedback and suggestions for the manual 3. Crisis understanding/training will occur for all staff 4. The district will provide PREPaRE training for all administrators 	<p>August 2024 - June 2026</p>	<p>District Crisis Committee</p>
<p>E) Include action step(s) that describe procedures to ensure that appropriate school personnel are fully</p>	<p>Evaluate use of Panorama, documentation and confidentiality.</p>	<ol style="list-style-type: none"> 1. Review current holistic data available to staff with an academic interest in the student 2. Determine through 	<p>August 2024-June 2027</p>	<p>Student Services</p>

<p>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.</p>		<p>staff focus group data not currently available that would benefit serving students</p> <p>3. Revamp the early warning and data system (Panorama) with data that ensures school personnel are fully informed consistent with state and federal law</p> <p>4. Utilization of Student Support Teams</p>		
<p>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.</p>	<p>District 225 data shows no plan is needed; however, the school team, which includes parents, student and school personnel, meet to develop a plan to support the student, as required</p>	<p>If a student requires an individualized student plan, the team will hold a meeting to develop a plan for the student.</p>	<p>As needed</p>	<p>Student's Educational Team</p>
<p>G) Describe how the information will be made available to parents for review.</p>	<p>Proactively communicate District 225 information regarding RTO and this action plan</p>	<p>1. Share to the Board of Education via an informational item</p>	<p>Fall 2025</p>	<p>Oversight Committee</p>

		<p>2. Publish information pertaining our RTO action plan to the district website under Educational Services and Special Education</p> <p>3. Utilize ISBE's language and document template for guardian follow-up should the use of physical restraint, time out, or isolated time out be used</p>		
<p>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</p>	<p>The committee will meet each year to review this plan and make changes as needed</p>	<p>During this time period, we will continue to monitor our data and address any immediate needs in the areas of awareness, practices, protocols, and training. These adjustments will be shared in our annual update to this action plan.</p>	<p>Yearly</p>	<p>Oversight Committee</p>

