

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.

For the 2023-2024 School year- the district had 53 instances of Physical Restraint, and no instances of Isolated Time out. This was an improvement over the 2022-2023 School Year, which showed 60 instances of Physical Restraint, a decrease of 7. This represents 20 male students and 16 female students. Kindergarten students had the most restraints, with 22, followed by First grade, with 14. These results are similar to the 2022-2023 school year.

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

The 2023-2024 reduction plan has supported improvements with respect to professional development, as well as shortening the length of restraints and improving the problem solving process for students experiencing numerous restraints over a short period of time. There are fewer students with numerous restraints- though it should be noted when these occasions (weeks with numerous restraints)- they are brief and a response to student trauma. School teams are able to get students settled and back on track, and the students are more self regulated and having positive school days.

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.

The District did not meet its objective of reducing the number of students of color experiencing five-plus instances of physical restraint by 25%. The District was on target until a student of color moved into the district who was in Foster Care, in the middle of a special education placement, and our District was the 3rd District in 4 months the student was placed in. Prior DCFS placements simply shifted the student from one District to another, until the student reached our District. The Student again moved into another foster placement, but stayed enrolled in our program. The Student needed a lot of physical and behavior support for about a month until they settled in and began responding to the positive supports and interventions being provided. We are proud to report massive student progress and few, if any restraints from March-May. Unfortunately, we did not meet our goal as stated.

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.

Tara Bahnks- Principal
Lynsy Oswald- Principal
Leia Peterson- Special Education Coordinator
Kristin Sanders- Assistant Superintendent
Penny Wiley- Paraprofessional
Becky Sunken- Special Education Teacher
Amber Wirt- Special Education Teacher
Beth Weiss- School Psychologist

List dates of oversight team meetings:

10-16-2023
1-11-2024
5-23-2024

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

Goal 1 Reduce the number of RTO incidents by 10%.

Goal 2 Reduce the number of students experiencing RTO by 10%.

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
<p>Provide details of a plan to support a vision for cultural change that reinforces the following:</p> <p>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;</p>	<ul style="list-style-type: none"> -Actively using the following: Behavioral Supports Conscious Discipline Zones of regulation Second step MTSS / RTI interventions CICO AIM - Removing peers from 	<ul style="list-style-type: none"> - Monitor use of programs and interventions - Creation of new district stat dashboard for behavior Tier 3 plans - Continued Implementation of AIM - Training in CPI and all-district de-escalation - Provide intensive 	<ul style="list-style-type: none"> - Continuous monitoring and training. - CPI training for staff completed by December, 2024 - Behavioral Support reteaching completed by the end of September, every year - 2 new RBT's Trained by May, 2025 	<ul style="list-style-type: none"> - School principals - Director of special ed - Special Ed Coordinator - Related service staff - Support staff -Teachers (gen ed / sped) - Paras -Outside agencies -School Counselors -Therapy dog program
<p>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</p>	<ul style="list-style-type: none"> - Nonviolent CPI -Capturing Kids Hearts - Conscious Discipline strategies - Zones of Regulation 	<ul style="list-style-type: none"> - Training of CPI - Data collection effectiveness - Utilization of AIM - Staff PD for student behavioral plan review 	<ul style="list-style-type: none"> - Continuous monitoring and training. - CPI training for staff completed by December, 2024 	<ul style="list-style-type: none"> -School principals - Director of special ed - Special ed coordinator - BHASED coordinator - Related service staff
<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>	<ul style="list-style-type: none"> -District crisis response will follow Nonviolent CPI techniques and strategies. -Continued Verbal de-escalation training for all 	<ul style="list-style-type: none"> - Training of all crisis team members on CPI techniques (or other items listed in prior column) and strategies in addition to training 	<ul style="list-style-type: none"> - CPI training for staff completed by December, 2024 - All district de-escalation training completed by February 	<ul style="list-style-type: none"> - School principals - Director of special ed - Sped. Coordinator - Student Services Coordinator
<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>	<ul style="list-style-type: none"> -District enforcement of postvention process CPI coping model -Post RTO incident meeting with parents / team -Review BIP and 	<ul style="list-style-type: none"> - Development of all documents to lead the postvention process Implement into crisis plan follow ups for staff involved in an incident - Process for creation and review of BIP 	<ul style="list-style-type: none"> - By the end of October, 2024 review PRTO procedures with applicable buildings - Continuous monitoring and training. 	<ul style="list-style-type: none"> - School principals - Director of Sped - Sped. Coordinator - SEL Support 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.	<ul style="list-style-type: none"> - Transition meetings between social emotional support staff - Sharing of information between school support staff and outside agencies - Make sure appropriate information is shared in accordance with federal and state laws and rules governing student confidentiality and privacy rights. - Continue partnership with community based 	<ul style="list-style-type: none"> - Robert Young Center Center for Youth and Family Solutions - Youth Service Bureau - Tier 2 and 3 SEL MTSS supports - Students marked in school information system to identify students needs - Handle With care police notification system 	<ul style="list-style-type: none"> - IEP/504 Summary Sheets shared with needed staff by September 1 2024 - Tier 2 and 3 SEL MTSS reviewed monthly by individual school problem solving teams 	<ul style="list-style-type: none"> - School principals - Related service staff - Support staff - Teachers (gen ed / sped) - Paras - Outside agencies if release is signed - School Counselors
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 plan templates for documentation of student need - Review student trend data, looking at time of 	<ul style="list-style-type: none"> - Provide crisis team members with Embrace BIR access to input behavior incidents for prto and incident reporting 	Continuous monitoring and training, data review	<ul style="list-style-type: none"> - School principals - Director of Sped - Sped. Coordinator - Related service staff - Teachers - Counselors
G) Describe how the information will be made available to parents for review.	<ul style="list-style-type: none"> - Post PRTO plan on District Website - Provide copies of student IEP's with 	<ul style="list-style-type: none"> - Publish District RTO plan on school website - Include information in student handbook 	<ul style="list-style-type: none"> - Continuous monitoring and training 2024-2025 SY - Quarterly review of 	<ul style="list-style-type: none"> - Direc. of Sped will post Codes of Conduct on District Wesbite - Principals will
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	Fall, 2024 training with special education teachers to review guidelines	<ul style="list-style-type: none"> - Conduct semi-annual meetings with team to review data and plan progress 	<ul style="list-style-type: none"> - Continuous monitoring and training 2024-2025 SY - Quarterly review of 	<ul style="list-style-type: none"> - School principals - Director of Sped - Sped. Coordinator - District admin