

EMPOWERING ALL STUDENTS

Learners Today - Leaders Tomorrow

May 30, 2019

VIA E-MAIL

Jodi Cohen
ProPublica Illinois
Jodi.Cohen@propublica.org

Jennifer Smith Richards
Chicago Tribune
jrichards@chicagotribune.com

Dear Ms. Cohen and Ms. Richards,

On May 21, 2019, you sent an email request pursuant to the Freedom of Information Act seeking records from Crystal Lake Elementary District 47 (“District”). This correspondence serves as the District’s response to your request. Please see below for responses to each specific request.

1. All logs from August 1, 2017 to the present that detail the instances when students were placed in an isolated time out, seclusion, or any other type of confinement (referred to as “isolated time out” in the description below).

Response: The requested records are exempt from disclosure pursuant to Sections 7(1)(a) (information prohibited from being disclosed by State or federal law), 7(1)(b) (private information), 7(1)(c) (personal information which would constitute a clearly unwarranted invasion of person privacy), and the per se exemption set forth in Section 7.5(r) (information prohibited from being disclosed by the Illinois School Student Records Act).

2. All logs from August 1, 2017 to the present that detail the instances when physical restraint was used (referred to as “restraint” in the description below).

Response: The requested records are exempt from disclosure pursuant to Sections 7(1)(a) (information prohibited from being disclosed by State or federal law), 7(1)(b) (private information), 7(1)(c) (personal information which would constitute a clearly unwarranted invasion of person privacy), and the per se exemption set forth in Section 7.5(r) (information prohibited

from being disclosed by the Illinois School Student Records Act).

3. The written record of each incident of isolated time out and/or restraint that occurred between August 1, 2017 to the present, including but not limited to the following information:
 - The date of the incident
 - The beginning and ending times of the incident
 - A description of any relevant events leading up to the incident
 - A description of any interventions used prior to the implementation of isolated time out
 - A description of the incident and/or behavior that resulted in isolated time out
 - A log of the student's behavior in isolated time out, including a description of the restraint techniques used and any other interaction between the student and staff
 - A description of any injuries (whether to students, staff, or others) or property damage
 - A description of any planned approach to dealing with the student's behavior in the future
 - A list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out
 - The date on which parental notification took place.

Response: The requested records are exempt from disclosure pursuant to Sections 7(1)(a) (information prohibited from being disclosed by State or federal law), 7(1)(b) (private information), 7(1)(c) (personal information which would constitute a clearly unwarranted invasion of person privacy), and the per se exemption set forth in Section 7.5(r) (information prohibited from being disclosed by the Illinois School Student Records Act).

4. The written notification to parents for each of the incidents of isolated time out and/or restraint from August 1, 2017 to the present, including but not limited to the date of the incident, a description of the intervention used, and the name of the contact person with a telephone number to be called for further information.

Response: The requested records are exempt from disclosure pursuant to Sections 7(1)(a) (information prohibited from being disclosed by State or federal law), 7(1)(b) (private information), 7(1)(c) (personal information which would constitute a clearly unwarranted invasion of person privacy), and the per se exemption set forth in Section 7.5(r) (information prohibited from being disclosed by the Illinois School Student Records Act).

5. Records of the training and orientation materials provided to district staff members about the district's isolation and/or seclusion procedures, and all training and orientation materials related to physical restraint.

Response: Enclosed are documents responsive to this request, except for those protected by copyright which are withheld pursuant to the exemption set forth in Section 7(1)(a) (information prohibited from being disclosed by State or federal law). Copies of any exempted documents may be viewed in person upon appointment.

6. Records that show the staff members who were trained in and permitted to use physical restraint between August 1, 2017 to the present.

Response: Enclosed are documents responsive to this request, except for information which is exempt pursuant to Section 7(1)(b) (private information), which has been redacted.

In the event your request has been denied, you may appeal this decision to the Illinois Attorney General -Public Access Bureau, 500 S. 2nd Street, Springfield, Illinois 62706, 217-558-0486 [publicaccess@atg.state.il.us]. You may also appeal this decision by filing suit for injunctive relief in the circuit court for McHenry County, Illinois.

Sincerely,



Clare F. Bourne
Freedom of Information Officer
Crystal Lake School District 47

Clare Bourne
Crystal Lake Elementary District 47
300 Commerce Dr
Crystal Lake 60014 3503

Sent via email to FOIA@d47.org

Clare Bourne,

In accordance with the Illinois Freedom of Information Act (5 ILCS 140), the Chicago Tribune and ProPublica Illinois request you provide access to the following records in your organization's possession related to schools or school programs that you operate:

- All logs from August 1, 2017 to the present that detail the instances when students were placed in an isolated time out, seclusion, or any other type of confinement (referred to as "isolated time out" in the description below).
- All logs from August 1, 2017 to the present that detail instances when physical restraint was used (referred to as "restraint" in the description below).
- The written record of each incident of isolated time out and/or restraint that occurred between August 1, 2017 to the present, including but not limited to the following information:
 - o The date of the incident
 - o The beginning and ending times of the incident
 - o A description of any relevant events leading up to the incident
 - o A description of any interventions used prior to the implementation of isolated time out
 - o A description of the incident and/or student behavior that resulted in isolated time out
 - o A log of the student's behavior in isolated time out, including a description of the restraint techniques used and any other interaction between the student and staff
 - o A description of any injuries (whether to students, staff, or others) or property damage
 - o A description of any planned approach to dealing with the student's behavior in the future
 - o A list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out
 - o The date on which parental notification took place.
- The written notification to parents for each of the incidents of isolated time out and/or restraint from August 1, 2017 to the present, including but not limited to the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information.

- Records of the training and orientation materials provided to district staff members about the district's isolation and/or seclusion procedures, and all training and orientation materials related to physical restraint.
- Records that show the staff members who were trained in and permitted to use physical restraint between August 1, 2017 to the present.

For the purposes of the request, isolated time-out and physical restraint are meant as terms spelled out in the Illinois school code:

"Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

"Physical restraint" means holding a student or otherwise restricting his or her movements. "Physical restraint" as permitted pursuant to this Section includes only the use of specific, planned techniques (e.g., the "basket hold" and "team control").

In the unlikely event that you claim any portion of the above public records to be exempt from disclosure under 5 ILCS 140, in writing please (i) identify which portion or portions you claim are exempt and the statutory provision or provisions you contend apply; (ii) set forth the reasons for your conclusion that such portion or portions are exempt; and (iii) release the remainder of such records for inspection and copying, redacting only the portion or portions you claim are exempt.

Please note that statute does not allow your agency to withhold documents in their entirety if only parts of the records may be exempt, so please redact student names but not the entire document, for example. Please provide the information within five days, as required by law.

If the records are kept electronically, please provide them that way and e-mail the information to jrichards@chicagotribune.com and Jodi Cohen at Jodi.Cohen@ProPublica.org.

Thank you,

Jennifer Smith Richards
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Jodi S. Cohen
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TIME-OUT ROOMS AND PHYSICAL RESTRAINT ADMINISTRATIVE PROCEDURE



These procedures are established for the purpose of meeting the obligations of the District under state law and local School Board policies governing the use of designated time out rooms and physical restraint. These procedures shall be interpreted in a manner consistent with state law and regulations.

D47 Board Policy on Isolated Time Out and Physical Restraint

Section 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint

Link to Procedures Folder for Isolated Time Out

Link to What needs to be done at each building with a "blue room" Principal to review with team each year

Link to Time Out Room Signature of Acknowledgement Sign each year (principal maintains in office)

Link to Time Out Room Usage Documentation Sheet

Link to Time Out Room Usage REQUIRED Info Sheet to provide Administrator

Link to Time Out Parent Notification of Use Letter (Spanish) required to be sent home

Isolated Time Out Training Video

I. DEFINITIONS

II. DESIGNATION OF TIME OUT ROOMS

III. USE OF DESIGNATED TIME OUT ROOMS

IV. DOCUMENTING USE OF THE DESIGNATED TIME OUT ROOM

V. USE OF PHYSICAL RESTRAINT

VI. DOCUMENTING USE OF PHYSICAL RESTRAINT

VII. PROHIBITION OF AVERSIVE THERAPY

I. DEFINITIONS

A. "Designated Time Out Room"

A designated time out room is a room used specifically to isolate a student for the purpose of bringing under control student behavior that is dangerous or presents a risk of significant property damage. Dangerous behavior is behavior that presents a risk of injury or harm to that student or to others and, in the judgment of those involved, cannot be controlled through interventions short of isolation in the designated time out room.

This policy and any accompanying procedures do not apply to interventions such as sending a student to the principal's office, to any staff member's room or office, or to any other such setting, but is instead limited to use of a room specifically designated by the Superintendent for the purpose of isolating students as described above. Use of this area to control student behavior must comply with this policy and any procedures developed hereunder.

B. "Physical Restraint"

Physical restraint - the physical holding of a student or otherwise restriction of his/her movements for the purpose of preventing that student from injuring him/herself or others. Physical restraint is defined by board policy as holding a student or otherwise restricting his or her movements through the use of specific, planned techniques. Physical restraint does not include momentary person-to-person contact, without the use of material or mechanical devices, accomplished with limited force, to (1) prevent a student from completing an act that would result in

potential harm to him/herself or others, or damage to property, or (2) remove a disruptive student who is unwilling to leave the area.

School personnel shall not use as a type of physical restraint any restraint that restricts the free movement of the diaphragm or chest or that restricts the airway so as to interrupt normal breathing or speech of students.

II. DESIGNATION OF TIME OUT ROOMS

A. If the Superintendent determines that there is a need for a designated time out room in a particular school building, he/she shall designate the room to be used for that purpose and shall ensure that said room meets the requirements of these procedures. The building principal shall be familiar with these procedures on the use of the designated time out room, and shall ensure that staff understands the proper use of that room. Once a room has been designated specifically for this purpose, it shall not be used in any manner that would be inconsistent with its use as a designated time out room.

B. Designated time out rooms comply with 23 Illinois Administrative Code section 1.285. All staff and administrators that may use isolated time out or physical restraint must read these requirements. **Click link below.**

[Section 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint](#)

III. USE OF DESIGNATED TIME OUT ROOMS

A. The designated time out room shall be used specifically for the purpose of isolating a student to bring under control student behavior that is dangerous or presents a risk of significant property damage. Dangerous behavior is behavior that presents a risk of injury or harm to that student or to others and cannot be controlled through interventions short of isolation in the designated time out room. The designated time out room **shall NOT** be used for punitive purposes, for staff convenience or to control minor misbehavior.

B. The designated time out room shall be used only after less intrusive interventions have failed to bring the student's behavior under control. A student should remain in the designated time out room only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly re-occur, in the opinion of school officials monitoring the intervention.

C. School officials shall not keep a student in the designated time out room for longer than 30 minutes after the student's disruptive behavior ceases. In no case may a student be kept in the designated time out room for more than one hour. If the student continues to present dangerous behaviors after this period of time, placement in that room may be continued only with written authorization of the building principal or designee. In that event, the student's parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.

D. Students may only be placed in isolated time-out and monitored AT ALL TIMES by a certified staff member or building administrator.

E. Doors on the isolated time-out rooms require a person to hold the button in the locked position for the door to lock. This also allows the person to observe the child at all times.

F. If, at any point during the student's stay in the designated time out room, the building principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building principal/designee

Joint Committee on Administrative Rules
ADMINISTRATIVE CODE

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION
PART 1 PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION
SECTION 1.285 REQUIREMENTS FOR THE USE OF ISOLATED TIME OUT AND
PHYSICAL RESTRAINT

Section 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint

Isolated time out and physical restraint as defined in this Section shall be used only as means of maintaining discipline in schools (that is, as means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. Nothing in this Section or in Section 1.280 of this Part shall be construed as regulating the restriction of students' movement when that restriction is for a purpose other than the maintenance of an orderly environment (e.g., the appropriate use of safety belts in vehicles).

- a) "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted. The use of isolated time out shall be subject to the following requirements.
 - 1) Any enclosure used for isolated time out shall:
 - A) have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
 - B) be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing); and
 - C) be designed to permit continuous visual monitoring of and communication with the student.
 - 2) If an enclosure used for isolated time out is fitted with a door, either a steel door or a wooden door of solid-core construction shall be used. If the door includes a viewing panel, the panel shall be unbreakable.

- 3) An adult who is responsible for supervising the student shall remain within two feet of the enclosure.
 - 4) The adult responsible for supervising the student must be able to see the student at all times. If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.
- b) "Physical restraint" means holding a student or otherwise restricting his or her movements. "Physical restraint" as permitted pursuant to this Section includes only the use of specific, planned techniques (e.g., the "basket hold" and "team control").
 - c) The requirements set forth in subsections (d) through (h) of this Section shall not apply to the actions described in this subsection (c) because, pursuant to Section 10-20.33 of the School Code [105 ILCS 5/10-20.33], *"restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to:*
 - 1) *prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or*
 - 2) *remove a disruptive student who is unwilling to leave the area voluntarily.*
 - d) The use of physical restraint shall be subject to the following requirements.
 - 1) Pursuant to Section 10-20.33 of the School Code, physical restraint may only be employed when:
 - A) *the student poses a physical risk to himself, herself, or others,*
 - B) *there is no medical contraindication to its use, and*
 - C) *the staff applying the restraint have been trained in its safe application as specified in subsection (h)(2) of this Section.*
 - 2) Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat.
 - 3) Except as permitted by the administrative rules of another State agency operating or licensing a facility in which elementary or secondary educational services are provided (e.g., the Illinois Department of Corrections or the Illinois Department of Human Services), mechanical or chemical restraint (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.
 - 4) Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a

medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.

- 5) Any application of physical restraint shall take into consideration the safety and security of the student. Further, physical restraint shall not rely upon pain as an intentional method of control.
 - 6) In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising adult shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.
 - 7) If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.
- e) Time Limits
- 1) A student shall not be kept in isolated time out for longer than is therapeutically necessary, which shall not be for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.
 - 2) A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.
- f) Documentation and Evaluation
- 1) A written record of each episode of isolated time out or physical restraint shall be maintained in the student's temporary record. The official designated pursuant to Section 1.280(c)(3) of this Part shall also maintain a copy of each of these records. Each record shall include:
 - A) the student's name;
 - B) the date of the incident;
 - C) the beginning and ending times of the incident;
 - D) a description of any relevant events leading up to the incident;
 - E) a description of any interventions used prior to the implementation of isolated time out or physical restraint;
 - F) a description of the incident and/or student behavior that resulted in isolated time out or physical restraint;

- G) a log of the student's behavior in isolated time out or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
 - H) a description of any injuries (whether to students, staff, or others) or property damage;
 - I) a description of any planned approach to dealing with the student's behavior in the future;
 - J) a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out or physical restraint;
 - K) the date on which parental notification took place as required by subsection (g) of this Section.
- 2) The school official designated pursuant to Section 1.280(c)(3) of this Part shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
- 3) The record described in subsection (f)(1) of this Section shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.
- 4) The requirements of this subsection (f)(4) shall apply whenever an episode of isolated time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period.
- A) A licensed educator knowledgeable about the use of isolated time out or trained in the use of physical restraint, as applicable, shall evaluate the situation.
 - B) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - C) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the official designated pursuant to Section 1.280(c)(3) of this Part.
- 5) When a student has first experienced three instances of isolated time out or physical restraint, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education.

- A) The district or other entity serving the student shall invite the student's parents or guardians to participate in this review and shall provide ten days' notice of its date, time, and location.
- B) The notification shall inform the parents or guardians that the student's potential need for special education or an alternative program will be considered and that the results of the review will be entered into the temporary student record.

g) Notification to Parents

- 1) A district whose policies on the maintenance of discipline include the use of isolated time out or physical restraint shall notify parents to this effect as part of the information distributed annually or upon enrollment pursuant to Sections 10-20.14 and 14-8.05(c) of the School Code [105 ILCS 5/10-20.14 and 14-8.05(c)].
- 2) Within 24 hours after any use of isolated time out or physical restraint, the school district or other entity serving the student shall send written notice of the incident to the student's parents, unless the parent has provided the district or other entity with a written waiver of this requirement for notification. The notification shall include the student's name, the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information.

h) Requirements for Training

- 1) Isolated Time Out
Each district, cooperative, or joint agreement whose policy permits the use of isolated time out shall provide orientation to its staff members covering at least the written procedure established pursuant to Section 1.280(c)(2) of this Part.
- 2) Physical Restraint
 - A) Physical restraint as defined in this Section shall be applied only by individuals who have received systematic training that includes all the elements described in subsection (h)(2)(B) of this Section and who have received a certificate of completion or other written evidence of participation. An individual who applies physical restraint shall use only techniques in which he or she has received training within the preceding two years, as indicated by written evidence of participation.
 - B) Training with respect to physical restraint may be provided either by the employer or by an external entity and shall include, but need not be limited to:
 - i) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
 - ii) a description and identification of dangerous behaviors on the part of students that may indicate the need for physical

restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

- iii) the simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
 - iv) instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - v) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
 - vi) demonstration by participants of proficiency in administering physical restraint.
- C) An individual may provide training to others in a particular method of physical restraint only if he or she has received written evidence of completing training in that technique that meets the requirements of subsection (h)(2)(B) of this Section within the preceding one-year period.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

shall call the student's parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student's safety.

G. Should the use of isolated time out exceed 30 minutes, or if repeated episodes of the student's behavior occur during any three-hour period: Complete this form

1. A licensed educator knowledgeable about the use of isolated time out must evaluate the situation.
2. The evaluation must consider the appropriateness of continuing the procedure in use, including the student's need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from the police, or transportation by ambulance).
3. The results of the evaluation shall be written and copies of this documentation will be placed in the student's temporary student record and provided to the building principal/designee.

H. After a student has first experienced three instances of isolated time out, the staff members who initiated, monitored, and supervised the incidents will initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan will be placed in the student's temporary student record. The staff members will also consider the student's potential need for an alternative program or for special education. Upon initiation of this review, the District will provide at least ten days' notice to the student's parents or guardians of the opportunity to participate in this review. The notice to the student's parents or guardians will inform the parents that the student's potential need for special education or an alternative program will be considered and entered into the student's temporary student record.

IV. DOCUMENTING USE OF THE DESIGNATED ISOLATED TIME OUT ROOM

A. Each time a student is placed in a designated isolated time out room, a school official involved in that decision shall document the action. The documentation must include the following: Link to Procedure Folder

Link to Time Out Room Usage Documentation Sheet

Link to Time Out Room Usage REQUIRED Info Sheet to provide Administrator

Link to Time Out Parent Notification of Use Letter (Spanish) required to be sent home

1. Name of the student;
2. Date of the incident;
3. Beginning and ending times that the placement was used;
4. Antecedent events leading up to the behavior requiring the placement;
5. A description of the interventions used prior to implementation of isolated time out;
6. A description of the incident and/or student behavior that resulted in isolated time out;
7. A log of the student's behavior in isolated time out, including a description of how the student was brought to the time-out room and any other interaction between the student and staff;
8. A description of any injuries (whether to students, staff, or others) or property damage;
9. A description of any planned approach to dealing with the student's behavior in the future;

10. Names of staff members involved in the incident and what their role was in the implementation, monitoring, and supervision of isolated time out;
11. The date on which parental notification took place and who provided the notice;
12. If a call is placed to the family or to emergency personnel, it should be noted in the documentation as well.

B. This written documentation shall be provided to the building principal/designee no later than the beginning of the school day following the use of isolated time-out. The building principal/designee, however, should be verbally notified of the use of isolated time-out no later than the end of the day on which the incident occurred.

If possible, the parents/guardian should be notified of the incident on the same day of the student's placement in the designated time out room, but no later than 24 hours thereafter.

V. USE OF PHYSICAL RESTRAINT

A. Physical restraint as covered by these procedures shall be used only for the purpose of preventing a student from injuring him/herself or others. Physical restraint as covered by these procedures shall be used only after less intrusive interventions have failed to bring the student's behavior under control.

B. Attempts shall be made to involve the parents in developing an individualized, written plan that specifically calls for physical restraint. For students with disabilities, the student's I.E.P. Team or 504 Team may develop such a plan if the Team determines it is appropriate to do so.

C. Physical restraint as covered by these procedures shall involve the least amount of physical contact that is required to bring the behavior under control and should be implemented by persons who have, within the preceding two years, successfully completed an appropriate training program in the identification and de-escalation of potentially harmful behaviors and the safe use of passive physical restraints.

D. School personnel shall not use as a type of physical restraint any restraint that restricts the free movement of the diaphragm or chest or that restricts the airway so as to interrupt normal breathing or speech of students.

E. At least two adults should be involved in the use of physical restraint as covered by these procedures, and, if possible, both adults should have completed an appropriate training program. In the event that an emergency situation prevents the presence of two adults for the physical restraint, one individual may undertake the intervention and his/her conduct shall be protected to the full extent allowed by state law on the use of reasonable force in emergencies. If an untrained adult is involved in the intervention, his/her conduct shall also be protected to the full extent allowed by state law on the use of reasonable force in emergencies.

F. The School District shall maintain a list of all personnel with restraint training, and the list shall include the date and type of training and the name and qualifications of the trainer.

G. The use of physical restraint as covered by these procedures should not exceed one hour in length. If the student is still presenting dangerous behaviors after that time, the use of physical restraint may be continued with written authorization of the building principal/designee. In that event, the student's parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.

H. If at any point during the physical restraint the building principal/ designee believes that the student cannot be maintained safely even with that restraint, the building principal/designee shall call the student's parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student's safety.

I. Should involved staff believe that a student has been injured during a physical restraint, the staff member shall follow school procedures in reporting that injury to the school nurse or others, as soon as reasonably practicable. School officials should document any physical injury to a student arising from a physical restraint in a manner consistent with documentation of other student injuries at school.

J. In the event that school officials use restraint on a student in any manner inconsistent with these procedures, that intervention shall be protected to the full extent permitted by state law on the use of reasonable force (20-A MRSA § 4009).

K. Should the use of a physical restraint exceed 15 minutes, or if repeated episodes of the student's behavior occur during any three-hour period: Complete this form

1. A licensed educator knowledgeable about the use of physical restraints must evaluate the situations.
2. The evaluation must consider the appropriateness of continuing the procedure in use, including the student's need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from the police, or transportation by ambulance).
3. The results of the evaluation shall be written and copies of this documentation will be placed in the student's temporary student record and provided to the building principal/designee.

L. After a student has first experienced three instances of physical restraint, the staff members who initiated, monitored, and supervised the incidents will initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan will be placed in the student's temporary student record. The staff members will also consider the student's potential need for an alternative program or for special education. Upon initiation of this review, the District will provide at least ten days' notice to the student's parents or guardians of the opportunity to participate in this review. The notice to the student's parents or guardians will inform the parents that the student's potential need for special education or an alternative program will be considered and entered into the student's temporary student record.

VI. DOCUMENTING USE OF PHYSICAL RESTRAINT

A. Each time a student is subject to physical restraint as covered by these procedures, a school official involved in that decision shall document the action. The documentation must include the following: Complete

1. Name of the student;
2. Date of the incident;
3. Beginning and ending times that the placement was used;
4. Antecedent events leading up to the behavior requiring the placement;
5. A description of the interventions used prior to implementation of isolated time out;

6. A description of the incident and/or student behavior that resulted in isolated time out;
7. A log of the student's behavior in isolated time out, including a description of how the student was brought to the time-out room and any other interaction between the student and staff;
8. A description of any injuries (whether to students, staff, or others) or property damage;
9. A description of any planned approach to dealing with the student's behavior in the future;
10. Names of staff members involved in the incident and what their role was in the implementation, monitoring, and supervision of isolated time out;
11. The date on which parental notification took place and who provided the notice;
12. If a call is placed to the family or to emergency personnel, it should be noted in the documentation as well.

B. This written documentation shall be provided to the building principal/designee no later than the beginning of the school day following the use of physical restraint. The building principal/designee, however, should be verbally notified of the use of physical restraint later than the end of the day on which the incident occurred.

If possible, the parents/guardian should be notified of the incident on the same day of the student's physical restraint, but no later than 24 hours thereafter.

VII. PROHIBITION OF AVERSIVE THERAPY

A. School officials shall not use aversive therapy on a student to modify or change that student's behavior. "Aversive therapy" is the application of unusual, noxious or potentially hazardous substances, stimuli or procedures to a student. Aversive therapies include the use of water spray, hitting, pinching, slapping, noxious fumes, extreme physical exercise or embarrassing costumes or signs.

B. The use of mechanical or chemical restraints by school officials is prohibited by these procedures. These procedures do not prohibit protective equipment or devices that are part of a treatment plan prescribed by a physician or psychologist for treatment of a chronic condition.



Required Actions in Buildings with a Time Out Room

1. The Time Out Room Procedure, along with the administrative code 23, Section 1.285 and board policy linked in the procedure document, need to be provided to all staff that may have any role in using the timeout room.
2. Staff must sign, on the Time Out Room Signature of Acknowledgement form, that they have read these documents. Please keep this in a file marked Time-Out Room Procedure in the administrator's office.
3. Print multiple copies of the Time Out Room Usage sheet and attach it to a clipboard or folder which can be attached high up on a wall so that staff can access but students cannot. This should be filled out by the observer when a student is placed in the time-out room.
4. Print multiple copies of the Time Out Room Use REQUIRED Info Sheet and place it behind the Time Out Room Usage sheet so that staff can start to complete it if possible. This is where we need to log what we are seeing while the child is in the room. This form needs to be completed by the observing staff member and provided to the building administrator before the start of the next school day.
5. Print multiple copies of the Time Out Room Parent Notification of Use SPANISH form and place behind the other sheets so that staff have quick access to this document. This must be completed and sent home the same day if at all possible. A parent should also receive a phone call before they receive.



Time-Out Room Use Required Documentation

This form must be completed each time a student is placed in isolated time out and provided to the building administrator no later than the start of the following school day. This is to be kept in a temporary file.

1. Name of the student: _____ Number of Incidents to Date _____

2. Date of the incident: _____

3. Beginning and ending times that the placement was used: _____
start time end time

3a. Did student require physical assistance navigating to the time-out room? YES NO (circle one)

If YES, was the *CPI - Physical Intervention Documentation Form* completed? YES NO (circle one)

4. Antecedent events leading up to the behavior requiring the placement:

5. A description of the interventions used prior to implementation of isolated time out:

6. A description of the incident and/or student behavior that resulted in isolated time out:

7. Log of the student's behavior in isolated time out, including a description of how the student was brought to the time-out room and any other interaction between the student and staff:

8. A description of any injuries (whether to students, staff, or others) or property damage:

9. A description of any planned approach to dealing with the student's behavior in the future:

10. Names of staff members involved in the incident and what their role was in the implementation, monitoring, and supervision of isolated time out

Name (first and last)

Role in incident

_____ Supervisor 2nd Observer transport Other _____

_____ Supervisor 2nd Observer transport Other _____

_____ Supervisor 2nd Observer transport Other _____

_____ Supervisor 2nd Observer transport Other _____

11. Date parental notification took place:

Phone call made on _____ by _____

Letter sent home on _____ by _____



12. Was outside agency contacted? (police, CRISIS, Private Outside Therapist, etc...) Yes No

If Yes, Please describe:



Crystal Lake Elementary District 47

300 Commerce Dr., Crystal Lake, IL 60014 815.788.5000

www.d47.org  /D47schools  @crystallakesd47

Dear Parent(s);

This letter is written to inform you of the need to utilize the time out room for your child to prevent the injury of self, others or property. Below, you will find the information related to this specific incident. As always, isolated time outs, as well as physical restraints, are used only as a last resort. Multiple interventions are attempted before the use of the time out room. Please contact the below-mentioned staff member if you would like additional information regarding this event. Thank you for your support.

Student Name: _____ Date of incident: _____

Staff Member(s) Involved in the Incident: _____

Staff Member's Contact Info: _____

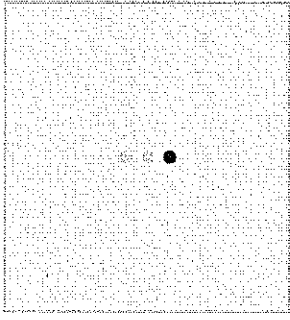
Name and email and/or phone # for parent to contact if needed

Description of incident:

Length of Time in the Time Out Room:



Sincerely,

Name Title



Crystal Lake Elementary District 47

300 Commerce Dr., Crystal Lake, IL 60014 815.788.5000

www.d47.org  /D47schools  @crystallakesd47

Estimados Padres/Tutores:

Esta carta está escrita para informarle de la necesidad de utilizar la habitación de -tiempo fuera- (time out room) para su hijo/a a prevenir la auto-lesión, daño a otros, o a la propiedad. A continuación, se encuentra la información relacionada con este incidente específico. Como sucede a menudo, tiempo fuera aislados, así como las restricciones físicas, se utilizan únicamente como último recurso. Varias intervenciones se intentan antes de la utilización de la habitación de tiempo fuera. Si desea información adicional con respecto a este evento, por favor póngase en contacto con el miembro del personal mencionado a continuación. Gracias por su apoyo.

Nombre del estudiante: _____ Fecha del incidente: _____

Miembro del personal(s) involucrado en el incidente: _____

Información de contacto del miembro del personal: _____

Nombre y correo electrónico y / o n° de teléfono para los padres para ponerse en contacto si es necesario

Descripción del incidente:

Periodo de tiempo en la habitación de tiempo fuera:

Atentamente,

Nombre

Título



Time-Out Room Principal Authorization Form

To be used when time in isolated time-out longer than 1 hour and is not calming

This form must be completed by the principal each time a the principal authorizes a student remain in an isolated time-out for more than 1 hour. In this event, the student's parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day. This is to be kept in a temporary file.

1. Name of the student: _____

2. Date of the incident: _____

3. Time that the child was place in isolated time-out: _____

4. Current time: _____

5. Time parents contacted: _____

5a. Name of parent that was reached: _____

5b. Parent response: _____

Printed Name of Authorizing Principal

Signature of Authorizing Principal



Isolated Time-Out/Physical Restraint Evaluation Form

Should the use of isolated time out exceed 30 minutes, or if repeated episodes of the student's behavior occur during any three-hour period:

Should the use of a physical restraint exceed 15 minutes, or if repeated episodes of the student's behavior occur during any three-hour period:

This is to be kept in a temporary file.

1. A licensed educator knowledgeable about the use of physical restraints/isolated time-out must evaluate the situations.
2. The evaluation must consider the appropriateness of continuing the procedure in use, including the student's need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from the police, or transportation by ambulance).
3. The results of the evaluation shall be written and copies of this documentation will be placed in the student's temporary student record and provided to the building principal/designee.

1. Name of the student: _____

2. Date of the incident: _____

3. Check One isolated time out exceeded 30 minutes
 physical restraint exceeded 15 minutes
 repeated episodes of physical restraint during a 3 hour period

4. Name of licensed educator knowledgeable about the use of physical restraint/isolated time-out :

5. Review need for the following for the student: (Circle Required or NOT Required for each one listed, record notes if needed)

Medication: Required / NOT Required _____

Nourishment: Required / NOT Required _____

Restroom: Required / NOT Required _____

Alternate Strategies: Required NOT Required - List any options deemed required: _____

6. Please document any additional considerations or actions taken (e.g., called parent) _____

CPI Training List

Last	First	Title	Initial
Adams	Connie	Paraprofessional	7/25/2017
Alfieri	Carolyn	Certified Staff	7/25/2017
Altendorf	Lauralee		11/28/2018
Amici	Robyn	Paraprof	9/20/2017
Anderson	Sue	Cross Cat Teacher	7/27/2018
Arevalo	Mary	SPED coordinator	10/16/2018
Argentine	Laura	Social Worker	9/18/2018
Armintrow	Linda		11/7/2018
Arvanitis	Alexis		11/7/2018
Audette	Sharon		9/20/2017
Avery	Taylor		11/14/2017
Baier	Rachel		7/27/2018
Bailey	Emily	Psychologist	7/25/2017
Barker	Erin	EC Paraprof.	11/28/18
Barnard	Patti	Paraprof.	11/28/2018
Barry	Tim	Paraprof.	12/12/18
Bauer	Donna	OT	12/12/2018
Beam	Penny	LBS 1	12/2017
Beldin	Colleen	LR teacher	11/7/2018
Bell	Shauna		2/21/2018
Belloto	Linda	Art	2/25/2017
Besserud	Jean	EC Teacher	7/27/2018
Blake	Erin	Learning Specialist	7/25/2017
Boncosky	Lauren		10/3/2018
Brent	Sara		11/14/2017
Britt	Emily	Paraprof.	12/12/2018
Brock	Amy	OT	10/16/2018
Buhs	Jackie	Speech	12/18/2018
bulaga	Kathi	LR teacher	10/16/2018
Carlson	Adrienne		7/27/2018
Caulk	Debbie	SLP	10/16/2018
Chamberlin	Shelly	OT	10/16/2018
Clouser	Denise		11/28/18
Conti	Deborah		10/16/18
Copley	Lindsey	Teacher	2/25/2017
Cortes-Guzman	Leticia		11/14/2017
Czarnecki	Katharine		9/20/2017
Dacy	Meggan	Learning Specialist	11/7/2018
Daly	Debbie	LR teacher	11/7/2018
DeCicco	Brianna	LR teacher	10/16/2018
Del Carmen-Mart	Mazia		11/14/2017
DeRoo	Christina		10/16/2018
DiBella	Kristie	Paraprofessional	2/25/2017
DiCicco	Lindsay		2/21/2018
Dielman	Lauren		10/3/2018
DiGrazia	Melody	LR teacher	11/28/2018
Doletzky	Deb		11/14/2017
Donahue	Allison	Teacher	12/12/2018
Dougherty	Nancy		12/12/2018
Dunham	Katie		11/27/2018
Dunn	Melissa	Social Worker	7/25/2017
Eggers	Shannon		11/14/2017

Elliott	Joseph		11/14/2017
Fanella	Laura	SLP	7/25/2017
Farina	Karen	OT	9/18/2018
Ferretti	Jill		10/16/2018
Finnerty	Amy	SLP	2/21/2018
Foster	Brittney		10/16/2018
Francis	Laura		11/28/2018
Gannon	Jen	LR teacher	11/7/18
Giacobbe	Ellie	Social Worker	9/18/2018
Golko	Michelle	LR teacher	11/28/2018
Goodrich	Rita	Certified Staff	7/25/2017
Gorman	Cathy		2/21/2018
Grabner	Karlie		11/14/2017
Grabner	Julie		11/7/2018
Gregorin	Leslie	SLP	11/7/2018
Haase	Vanessa	LR teacher	12/12/2018
Hanfland	Alsion	LR teacher	10/16/2018
Hartmann	Diana		10/16/2018
Havenga	Kellie		2/21/2018
Heidtke	Janine		2/21/2018
Hernquist	Alexsondra	SESS	6/1/2018
Heinrich	Sarah	LBS 1	12/1/2017
Hensel	Meredith		12/12/2018
Himley	Kathleen	Teacher	7/25/2017
Hivon	Patti	PE Teacher	4/12/2018
Hoffman	Alexis	Paraprof.	11/14/2017
Honcoop	Danae		11/28/2018
Hopp	Joyce	Teacher- AL	11/7/18
Howland	Caley	Social Worker	2/21/2018
Johnson	Meghan	Cross Cat Teacher	7/27/2018
Johnson	Margaret (M)	Teacher	7/25/2017
Johnson	Amy		4/12/2018
Kallenbach	Elizabeth		4/12/2018
Kapusta	Mary-Elizabeth	LR teacher	10/16/2018
Kass	Val		4/12/2018
Kenny	Deb	PTA	2/21/2018
Kinstner	Delaney		11/28/2018
Knoeppel	Brittany	LR teacher	10/16/2018
Knoth	Aaron	Instructional Coach	7/25/2017
Kovarik	Beth		11/28/2018
Kulack	Nidia	Dual Language	2/25/2017
Kuthe	Jordyn		12/12/2018
Lakota	Jillian	Psych	9/20/2017
Larsen	Maureen	Teacher -TK	9/20/2017
Law	Todd	LR teacher	12/12/2018
Lentz	Meghan	LR teacher	10/16/2018
Ley	Ellen		10/16/2018
Lezon	Patricia	Reading Specialist	2/25/2017
Mack	Trevor	Teacher	10/3/2018
Mailey	Becky	Paraprofessional	7/25/2017
Manjon	Jorge	Teacher	11/7/2018
Mariani	Crystle	SPEDTeacher	9/18/2018
Martinson	Amy	Paraprofessional	2/25/2017
Materna	Laura		11/28/2018
Matousek	Heidi		2/21/2018

Matsie (Kemper)	Jennifer	Teacher- AL	12/12/18
Mattoon	Cathy	Teacher- CDP	11/28/2018
McCeland	Marsha	OT	10/16/2018
McDermott	Laurie		2/21/2018
McEnery	Teri Sue	PT Asst.	10/16/2018
McQuade	Rebecca	Paraprof	7/27/2018
Merideth	Rebecca	OT	7/25/2017
Meservey	Michele		4/12/2018
Meyer	Katherine	Speech	12/12/2018
Meyer	Jody		2/21/2018
Miller	Kim		11/28/2018
Moczalla	Dina	Paraprof.	7/27/2018
Montessor	Mary	Paraprofessional	2/25/2017
Moore	Jamie	Learning Specialist	7/27/2018
Morley	Lindsay	Lit Coach	2/25/2017
Morrone (Magee)	Kelly	Teacher- CDP	10/3/2018
Murray	Susan	Paraprof.	12/12/18
Nelson	Robin	LR teacher	10/16/2018
Nero	Cynthia	Teacher	7/27/2018
Nevinski	Denise	Paraprofessional	2/25/2017
O'Reilly	Dorothy		11/14/2017
Oates	Chelsea	LR teacher	10/16/2018
Orna	Doris	LR teacher	10/16/2018
Paolella	Mary		4/12/2018
Pavlis	Kris		11/28/2018
Pawlicki	Mary	SLP	11/7/18
Pelon	Lisa		11/7/18
Petri	Madeline	Teacher	2/25/2017
Pietrini	Anthony	LR teacher	11/7/2018
Pottala	Jodi		12/12/18
Powles	Haley	SLP	12/12/2018
Preski	Jeni	LR teacher	10/16/2018
Price	Shannon	Paraprofessional	7/25/2017
Pulvino	Patti	SLP	10/16/18
Quatrini	Therrie		4/12/2018
Rannie	Karen	EC Teacher	12/12/18
Repplinger	Casey	Paraprof.	9/20/2017
Rett	Kelly	Paraprof.	2/25/2017
Robson	Jamela	SLP	10/16/2018
Roque	Elizabeth		10/16/2018
Rounds	Lisa		11/14/2017
Ryerson	Sara	SSW	11/7/2018
Sanchez	Jenny	GIFTED	2/25/2017
Sander	Karen		11/7/18
Santi	Mary		11/14/2017
Schultz	Kirsten	SLP	11/7/2018
Schuring	Tim	Adapted PE Teacher	9/18/2018
Scott	Yvonne	OT	10/16/2018
Sedlak	Lisa	Paraprof.	11/14/2017
Selden	Erin		10/16/2018
Shapiro	Carey	SLP	10/16/2018
Silva	Nicole		11/28/18
Skorup	Karen	Learning Specialist	7/25/2017
Smiley	Casey	Teacher	7/25/2017

Smith	Beth	SPED Teacher	7/27/2018
Smith	Maggie	Teacher	2/25/2017
Smith	Jana		11/7/2018
Smithana	Diana	Speech	12/12/2018
Strandberg	Rebecca	Paraprofessional	9/20/17
Strasser	Chelsea	Paraprofessional	2/21/18
Strauss	Melissa	Para	9/18/18
Swanson	Kacie	Teacher	2/25/2017
Teator	Alyssa	Teacher	7/27/2018
Tendick	Katie	Teacher	11/28/2018
Thomas	Megan	Teacher	10/3/2018
Tomasi	Rachel	Paraprof.	2/25/2017
Torres	Jacqueline	Psych Intern	9/20/2017
Toussaint	Brianne	LR teacher	10/16/2018
Urigo	Marci		11/7/2018
VanVianen	Sarah	SLP	11/7/18
Vickery	Melissa		11/28/2018
Watt	Katy		4/12/2018
Welty	Breanne		12/12/2018
White	Marsha		11/14/2017
Whitworth	Beth	Paraprof.	7/27/2018
Widdowson	Karen	LR teacher	11/7/2018
Widing	Jill	LR teacher	11/28/2018
Wiest	Brooke	PT	12/12/2018
Wille	Jenna		12/12/2018
Witkowski	Lisa	EC Teacher	12/12/18
Wlodzimierski	Elizabeth	AT	7/27/2018
Wolf	Jessica	teacher	10/16/2018
Wysock	Anne	PT	2/21/2018
Zima	Nancy		7/27/2018