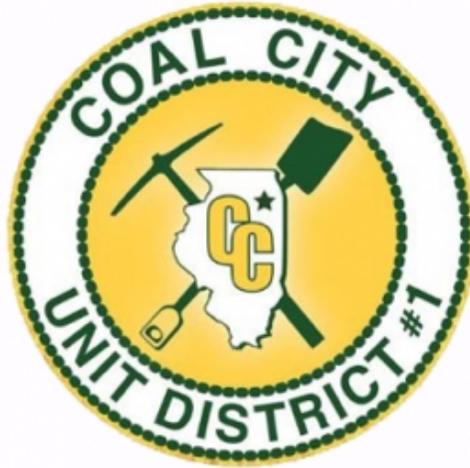


# *Coal City CUSD #1*



## *Policies Regarding the Use of Time Out, Isolated Time Out and Physical Restraint*

*\*Guidance provided by ISBE titled "Permanent Regulations for the Use of Time Out, Isolated Time Out, and Physical Restraint: Guidance and Frequently Asked Questions" (June 2020) was used as guide to this document.*

1. *Definitions of Time Out, Isolated Time Out and Physical Restraint (RTO)*

*a. Time Out*

- i. A behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting. 23 IAC 1.285(a)(2)*

*b. Isolated Time Out*

- i. The involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure.*
- ii. Isolated time may be used only when the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression. 23 IAC 1.285(a)(1)*

*c. Time Out and Isolated Time Out does NOT INCLUDE:*

- i. A student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the*

*hallway or similar environment. 23IAC  
1.285(a)(3)*

***d. Physical Restraint***

- i. Holding a student or otherwise restricting a student's movements. Physical restraint is only the use of specific, planned techniques. 23 IAC 1.285(b)*

***e. Physical Restraint DOES NOT INCLUDE:***

- i. 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: prevent a student from completing an act that would result in potential physical harm to the student or another or damage to property. 23 IAC 1.285(c)*

***f. Physical Escort of a Student***

- i. Physical escort is defined in the USDE's Restraint and Seclusion: Resource Document (p. 10) as "a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location."*
- ii. Under Illinois regulations "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” [23 IAC 1.285(c)].*

## *2. Circumstances that warrant RTO*

### *a. Physical Restraints and Time Outs Should Only Occur in the following Situations:*

- i. *The student’s behavior presents an imminent danger of serious physical harm to the student or others,*
  1. *Imminent danger of serious physical harm is defined as:*
    - a. *A situation where a student presents a danger to the safety and well-being of himself, herself, or another person and is likely to cause immediate physical harm.*
  - ii. *Other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm,*
  - iii. *There is no known medical contraindication to its use on the student,*

- iv. *And the school staff members or members applying the intervention have been trained in its safe application under this Section.*

### ***3. Staff Procedures***

- a. *Notify building principal and the school's CPI team*
- b. *Ensure that the RTO meets the warranted guidelines of an RTO (imminent danger of serious physical harm to self of others)*
- c. *Assign one staff member as the time keeper and documenter*
- d. *Carry out the RTO*
- e. *Ensure safety of all students and staff members*
- f. *At the conclusion of the RTO event:*
  - i. *Involved Staff Members - provide a written summary of the event including the events that led up to the RTO (facts only, no subjective language)*
  - ii. *Principal/Teacher - notify Director of Student Services*
  - iii. *Principal/Teacher - notify parents/guardians*
  - iv. *Principal and Director of Student Services - organize and carry out the debriefing meeting*

#### **4. Parent Notification**

- a. Parents/Guardians will be notified by the Building Principal or Teacher as soon as possible via phone call.
- b. Parent/Guardians will also receive the following information in writing from the Director of Student Services:
  - i. Letter from the district explaining RTO, the circumstances in which RTO is warranted, etc.
  - ii. ISBE Physical Restraint and Time Out Form
    1. Will be provided to parents/guardians within one business day along with the previously mentioned letter

#### **5. ISBE Notification**

- a. Each RTO event will be documented through the Illinois State Board of Education's SIS Program
  - i. This will be completed by the district's Director of Student Services within 48 hours of the RTO event

#### **6. District Record Keeper**

- a. The Director of Student Services will serve as the district's RTO record keeper and will ensure all documentation is collected and proper notifications take place per ISBE guidelines
- b. Records of all RTO events will be kept within the student's temporary files

- c. *If a three or more instance of RTO take place for the same student within a 30-day period, the student's IEP team will convene a meeting with the parents/guardians as soon as possible to:*
  - i. *Review the RTO events*
  - ii. *Amend/add to the student's IEP if necessary*
  - iii. *Create a safety plan for the student*

## **7. Evaluation of RTO Events**

- a. *Each RTO event will result in the following:*
  - i. *The building principal, director of student services and the staff members involved in the RTO event will meet to debrief and evaluate the event as soon as possible*
  - ii. *The district's certified CPI trainers may also be involved in the debriefing process if necessary*

## **8. District's Annual Review Process**

- a. *As a part of the district's annual RTO review procedures, the district will also evaluation the following annually:*
  - i. *The number of incidents involving the use of these interventions;*
  - ii. *The location and duration of each incident;*
  - iii. *Identification of the staff members who were involved;*
  - iv. *Any injuries or property damage that occurred;*  
*and*

- v. *The timeliness of parental or guardian notification, timelines of agency; and*
- vi. *Notification, and administrative review” [23 IAC 1.285(j)(5)].*

## **9. District Training**

- a. *ISBE requires a minimum of “at least 8 hours of developmentally appropriate training annually.”*
- b. *Developmentally-appropriate is training that takes into consideration children’s age, grade level, and disabilities and covers the following areas:*
  - i. *Crisis de-escalation;*
  - ii. *Restorative practices;*
  - iii. *Identifying signs of distress during physical restraint and time out;*
  - iv. *Trauma-informed practices; and*
  - v. *Behavior management practices” 23 IAC 1.285(i)(1).*
- c. *The district will utilize the Crisis Prevention Institute’s (CPI) training model.*
  - i. *Some of the training may take place virtually*
  - ii. *Training specific to the RTO processes must be done in-person.*
- d. *Illinois law is specific about the content of the training for those who provide training in 23 IAC 1.285(i)(4)(B)(i-ix).*
- e. *“Training shall include, but need not be limited to:*

- i. *the dangers associated with the use of isolated time out, time out, and physical restraint and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students;*
- ii. *Appropriate procedures for preventing the need for isolated time out, time out, or physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;*
- iii. *Recognizing and responding appropriately to the antecedent of a student's behavior;*
- iv. *Recognizing contraindications and other conditions and events that increase risk of death;*
- v. *A description and identification of dangerous behaviors on the part of students that may indicate the need for isolated time out, time out, or physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;*
- vi. *The simulated experience of administering and receiving a variety of isolated time out, time out, and physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;*
- vii. *Instruction regarding the effects of isolated time out, time out, and physical restraint on the*

*person in restraint, isolated time out, or time out, including instruction on monitoring physical signs of distress and obtaining medical assistance;*

*viii. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and*

*ix. Demonstration by participants of proficiency in administering isolated time out, time out, and physical restraint.”*

*f. The district will maintain a minimum of two CPI trainers that will provide the annual training and serve as leaders regarding the CPI and RTO processes.*