

## South Holland 151 Physical Restraint, Time Out, Isolated Time Out Reduction Plan July 1, 2022

RTO Reduction Goal: By June 30, 2023, District 151 will maintain the number of physical restraints of 0% and decrease the number of pull out interventions for behavior by 25%, and will remain at zero timeouts, and zero isolated time outs.

| Required Components   | Action Item  | Steps to Complete Action Item  | Timeline   | Responsible Party  |
|---|--|--|--|--|
| <b>Explain how the entity plans to adopt and utilize positive behavioral interventions and support rather than physical restraint, time-out, and isolated time out.</b> | District annually trains staff on restorative practices, behavior management strategies, crisis de-escalation strategies (Crisis Prevention Intervention), along with positive behavioral intervention supports. ABA consultants train staff on classroom support strategies. CHAMPS training is provided for all staff. | Work with District trainers to schedule annual Verbal De-Escalation for building crisis teams. Ensure building social emotional committees meet regularly to discuss positive behavioral interventions to implement with staff members in each building. All staff must complete a Champs Classroom Management Plan and work with CHAMPS trainer for Behavior Tier 1 support. All staff are require to complete GCN training on RTO. | Annual verbal de-escalation training for certified staff to take place in September 2022. Any new staff member to the crisis team will be trained immediately. Social emotional committees to meet monthly. All staff have classroom visits and coaching from CHAMPS Coach and ABA consultants | Director of Student Services, VERBAL DESALATION trainers, Building Principals, School Social Workers, CHAMPS trainer, ABA Consultants. |
| <b>Identify effective ways to de-escalate a situation to avoid physical restraint, time-out and isolated time-out</b>   | VERBAL DESALATION Intervention focused on de-escalation strategies and strong relationships between students and staff. Create calming   | Monthly building SEL committee meetings, Verbal De-Escalation training annually, review of de-escalation   | Monthly SEL meetings that focus and practice de-escalation strategies learned in verbal de-escalation.   | Director of Student Services, VERBAL DESALATION trainers, Building Principals, School Social Workers, ABA Consultants                  |

|  |   |  |  |  |
|--|---|--|--|--|
|  | spaces and sensory rooms within the building.   | techniques monthly in PLC meetings.  |  |  |
| <b>Utilize crisis intervention techniques as an alternative to physical restraint, time-out, and isolated time out</b>   | Focus on de-escalation strategies, restorative practices, removing the student from the stressor or the stressor from the student. Use Functional behavior assessments to write behavior intervention plans that include positive behavioral supports. Utilize decision making matrix within VERBAL DESALATION training.  | Monthly building SEL committee meetings, verbal de escalation training annually, review of de-escalation techniques monthly in PLC meetings. ABA consultants participate and conduct observations for students who need extra behavioral support and FBA's, incentives, etc., for MTSS and PST meetings.                         | Monthly building SEL committee meetings, verbal de-escalation training annually, review of de-escalation techniques monthly in PLC meetings. | Director of Student Services, Verbal De escalation trainers, Building Principals, School Social Workers, ABA Consultants |
| <b>Include action steps that describe procedures to ensure appropriate school personnel are fully informed of the student's history, including physical or sexual abuse, medical or health conditions.</b> | Staff, who were involved in the intervention, will initiate a debriefing meeting within 24 hours to discuss the incident (antecedents, behavior, consequences). If needed, the district will provide additional time for staff to meet outside of contractual hours. Staff will be compensated for their time. Safety and reintegration plans will be completed as necessary. | Notify the building administrators to take the lead in setting up a debriefing meeting with any staff who are involved in a crisis. If the building administration decides the meeting must occur outside of contractual hours, then a meeting can be set, and staff will fill out a timesheet to be compensated for their time. | August 2022 - June 2023 as needed per incident   | August 2022 - June 2023 as needed per incident   |
| <b>Identify steps to develop individualized plans as required by PA 102-0339.</b>  | Each building's crisis team consists of the school nurse, psychologist and  | Each building's psychologist, school nurse and social worker will  | List created by August 7, 2022   | Each Buildings' Psychologist School Nurse Social Worker  |

|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>Plans should be separate and apart from a student IEP or 504 plan</b></p>          | <p>social worker who have knowledge of all the students in each building who have a medical plans /health conditions and known history of physical or sexual abuse. They will take the lead when a crisis situation occurs in the school building.</p>            | <p>create a list of students who have medical plans, health conditions and/or a history of abuse. This list will not be shared with others in the school. When the crisis team is called for an intervention, the school nurse will inform the Crisis Team if that child has a medical plan, health condition, or history of abuse. If the school nurse is not available, then the school social worker or psychologist will perform this duty.</p> | <p>Building Case Manager</p>  |   |
| <p><b>Describe how the information will be made available to parents for review.</b></p> | <p>The Crisis Team will provide parents with the appropriate notification and documentation after every incident, along with the RTO Parent Handbook. Additionally, the district will post the RTO Parental Handbook on our website for parents to reference.</p> | <p>Parents will be called the day of the incident and given the ISBE form w/in one business day of the physical restraint or timeout. Parents will be notified within two days that they have the option to request a meeting to discuss the incident and be part of the team to plan to reduce incidents. If there are 3 incidents within a 30 day period, provide 10 days notice of the date/time/location of</p>                                 | <p>Parent notification the day the incident occurred. The written ISBE restraint, time-out form will be provided to the parent within 1 business day. The parent will be informed of the option to request a meeting to discuss the incident within 2 days.</p> | <p>Building Administration, Crisis Team, Parent</p> |

|  |   |   |           |                    |
|--|---|---|-----------|--------------------|
|  |   | a meeting to create/amend the student's individual plan.  |           |                    |
| <b>Describe a modification process (as necessary) to satisfy aforementioned goals.</b> | Schedule a quarterly RTO Oversight Team meeting to gather behavioral data. If there is an increase in the number of physical restraints, time-outs or isolated time-outs, then the RTO will revise the plan to include additional professional development on de-escalation strategies. | Schedule a quarterly RTO Oversight Team meeting to gather behavioral data. If there is an increase in the number of physical restraints, time-outs or isolated time-outs, then the RTO will revise the plan to include additional professional development on de-escalation strategies. | Quarterly | RTO Oversight Team |