

## Prospect Heights School District 23

### Physical Restraint, Time Out, and Isolated Time Out Reduction Plan

The plan shall be submitted to [rtoreductionplan@isbe.net](mailto:rtoreductionplan@isbe.net) by July 1, 2024.

As we look at developing our plan for the 2024-2025 school year, due to the small number of instances of physical restraint (no instances of time-out or isolated time-out), it would be impossible to reduce the number of instances or the number of students by 10% as suggested in the ISBE goals on the template. As a district, we will adjust the goals based on our current data so that we have appropriate goals to measure for the school year.

**District 23 RTO Reduction Goals for 2024-2025:**

1. Reduce the total number of incidences by one instance.
2. Maintain three or fewer students experiencing incidences of physical restraint.
3. Maintain one or fewer students experiencing multiple incidences of physical restraint in a 30-day period.

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p><b>Provide details of a plan to support a vision for cultural change that reinforces the following:</b></p> <p><b>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; and</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to refine SEL MTSS process for Tier 2 and 3 supports including social/emotional interventions and corrective responses.</li> <li><input type="checkbox"/> Review relevant data (Level 2/Level 3/incident referrals/behavior intervention plan data/SAEBRS) to monitor students who are showing problem behavior</li> <li><input type="checkbox"/> Implementation of the CHAMPS program to provide a consistent behavior management system with our students in the STRIVE Program (self-contained Special Education SEL program)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refine Tier 2 and Tier 3 interventions to teach positive behavior supports and SEL skills</li> <li><input type="checkbox"/> Continue teaching corrective responses within the district’s SAFe Framework</li> <li><input type="checkbox"/> Intervention Data Review Team to analyze Level 2/Level 3 behaviors and student progress regarding problem behavior</li> <li><input type="checkbox"/> Special Education teams to continue to review Behavior Intervention Plan data</li> <li><input type="checkbox"/> STRIVE program staff to receive CHAMPS training and support from our Special Education Specialists</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All Actions are Ongoing</li> <li><input type="checkbox"/> MTSS Committee to meet a minimum of one time per trimester</li> <li><input type="checkbox"/> Building Intervention Data Review teams meet to discuss SEL/Behavior every 6-8 weeks</li> </ul>	<p>MTSS Committee, Assistant Superintendent for Teaching and Learning, Assistant Superintendent for Student Services, Director for Student Services, Special Education Coaches, Building Principals, Social Workers, School Psychologists, NSSEO Behavior Coach, School Building PBIS Teams/Committees, Intervention Data Review Teams</p>

<p><b>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out; and</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide professional learning to all staff members, including office staff, regarding how to identify students who are dysregulated and ways to support students who are experiencing dysregulation through strategies and tools</li> <li><input type="checkbox"/> Provide relevant staff members with professional learning on positive reinforcement and the use of de-escalation strategies to support students who are dysregulated and whose behaviors are escalating</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize D23/NSSEO staff members to develop and provide professional learning to staff who do not attend the required 8 hours of RTO professional learning to better understand signs of dysregulation and strategies/ tools to support</li> <li><input type="checkbox"/> Utilize D23/NSSEO staff to provide professional learning for relevant certified and classified staff members on the use of de-escalation strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annually during the 1st Trimester</li> <li><input type="checkbox"/> Ongoing as a full special education department as well as by small departments and small special education teams</li> </ul>	<p>Assistant Superintendent for Student Services, Director for Student Services, Special Education Coaches, Building Principals, Social Workers, School Psychologists, NSSEO Behavior Coach</p>
<p><b>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide general professional learning to all staff members regarding how to prevent crisis situations from occurring (prevention)</li> <li><input type="checkbox"/> Review building procedures with all staff members on how to obtain assistance from the Support Team in their specific building</li> <li><input type="checkbox"/> Review cheat sheet for Support Team procedures</li> <li><input type="checkbox"/> Provide relevant staff members the opportunity to review building Support Team procedures and NVCI response</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize D23/NSSEO staff to develop and provide professional learning to staff who do not attend the required 8 hours of RTO professional learning regarding how to prevent crisis situations from occurring</li> <li><input type="checkbox"/> Each building is to review Support Team procedures at a staff meeting</li> <li><input type="checkbox"/> Provide time for relevant certified and classified staff members to review building procedures and practice their NVCI strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annually during the 1st Trimester (and any other time that an update is needed)</li> <li><input type="checkbox"/> Every Trimester</li> </ul>	<p>Assistant Superintendent for Student Services, Director for Student Services, Special Education Coaches, Building Principals, Social Workers, School Psychologists, NSSEO Behavior Coach</p>

<p><b>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 the use of intervention the next time; and</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hold debriefing meetings after each incident (or after every third incident if happening multiple times throughout the week for a specific student) as part of the District's formal procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review template for a debriefing meeting</li> <li><input type="checkbox"/> Provide professional learning for staff members regarding how to hold a debriefing meeting</li> <li><input type="checkbox"/> Hold formal debriefing meetings to discuss why the behavior occurred, what happened during the incident, and other strategies that could have been used to prevent the use of RTO</li> <li><input type="checkbox"/> Develop a system to check in with those staff members who are not present at the debriefing meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fall; Annually during the 1st Trimester</li> <li><input type="checkbox"/> Ongoing</li> </ul>	<p>Assistant Superintendent for Student Services, Director for Student Services, Special Education Coaches, Building Principals, Social Workers, School Psychologists</p>
<p><b>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 and mental health information. Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights; and</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hold iPST, 504, IEP, or SpEd Team meeting for relevant staff members to make sure they understand the student's plan (BIP, iPST plan, etc.) and any relevant social/emotional history</li> <li><input type="checkbox"/> Provide relevant staff members (social workers, psychologists, nurses, building principals, ESPs, Learning Behavior Specialists) professional learning regarding what, when and how to share relevant student social/emotional history with appropriate staff members</li> <li><input type="checkbox"/> Hold articulation meetings with relevant staff members who directly work with the student regarding the student's plan and any relevant social/emotional history when transitioning the student from one</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educate staff on procedures regarding confidentiality and when/how/who should receive relevant information regarding a student's social/emotional history</li> <li><input type="checkbox"/> Hold iPST, 504, IEP, or SpEd Team meetings to share student plans and relevant social/emotional history</li> <li><input type="checkbox"/> Hold articulation meetings to share student plans and relevant social/emotional history when transitioning a student from one building to another</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fall; During 1st trimester</li> <li><input type="checkbox"/> Ongoing</li> <li><input type="checkbox"/> Annually during the 3rd Trimester</li> </ul>	<p>Assistant Superintendent for Student Services, Director for Student Services, Special Education Coaches, Building Principals, Social Workers, School Psychologists</p>

	building to another			
<b>F) Identify steps to develop individualized student plans as required by <a href="#">PA 102-0339</a>. Plans should be separate and apart from a student IEP or 504 Plan; and</b>	<input type="checkbox"/> Consider the development of a safety plan for any student who has experienced more than 2 restraints or time-outs in a school year regardless of whether they have an IEP or 504 Plan. <input type="checkbox"/> Continue implementation of the STRIVE Program (special education classroom) to provide access to students who require support with their social/emotional regulation within a smaller, more supportive environment	<input type="checkbox"/> Develop a template for a student safety plan <input type="checkbox"/> Formalize procedures for when and how to consider a safety plan for individual students <input type="checkbox"/> Continue ongoing Child Find for students experiencing multiple restraints or time-outs <input type="checkbox"/> Continue to build upon the social/emotional regulation special education classroom (STRIVE) for the 2024-2025 school year <input type="checkbox"/> Continue the development of the STRIVE Program guidebook which includes supports and services for students in the program.	<input type="checkbox"/> Fall; During 1st trimester <input type="checkbox"/> Ongoing	Assistant Superintendent for Student Services, Director for Student Services, Special Education Coaches, Building Principals, Social Workers, School Psychologists
<b>G) Describe how the information will be made available to parents for review; and</b>	<input type="checkbox"/> Include the RTO Bill of Rights with every RTO incident form with families <input type="checkbox"/> Parent conferences will take place if a student has experienced more than 3 incidences within a 30-day period <input type="checkbox"/> Review the updated/approved plan at the Board of Education Meeting <input type="checkbox"/> Publish the updated/approved plan on the District 23 website	<input type="checkbox"/> When an incident of RTO takes place, a copy of the RTO Bill of Rights will be sent home with the required state RTO incident form <input type="checkbox"/> The updated plan will be reviewed with the Board of Education and published in the Board of Education meeting notes <input type="checkbox"/> Once the plan has been updated and approved, it will be added to the District 23 website, under the Student Services section	<input type="checkbox"/> Fall during the 1st Trimester <input type="checkbox"/> Winter	Assistant Superintendent for Student Services, Superintendent, Assistant Superintendent for Teaching and Learning, Director for Student Services

<p><b>H) Describe a modification process (as necessary) to satisfy the aforementioned goals.</b></p>	<p><input type="checkbox"/> RTO Oversight Committee will review this plan mid-year to make any necessary modifications.</p>	<p><input type="checkbox"/> Review RTO data mid-year to monitor progress toward the goal.</p>	<p><input type="checkbox"/> Mid-year &amp; End of year</p>	<p>RTO Oversight Committee members</p>
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