

Schaumburg District 54 Physical Restraint, Time Out, Isolated Time Out Reduction Plan

Goal: 25 percent reduction in the use of physical restraint/time out/isolated time out over a 12-month period for students experiencing five-plus instances in a 30-day period.

Required Components	Action Item Steps to Complete	Action Item	Timeline	Responsible Party
<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>	<p>Continue and enhance implementation of Positive Behavior Intervention and Support with focus on developing relationships between staff and students, building agency, and goal setting. Buildings will review and respond to data monthly using school-wide or classroom level interventions.</p>	<p>Provide professional development to building administrators to review PBIS framework.</p>	<p>Summer 2022</p>	<p>Building Administrators</p>
	<p>Include PBIS concepts within crisis intervention training with focus on de-escalation techniques Deliver weekly social-emotional learning lessons within each classroom based on the ISBE SEL standards.</p>	<p>Building Universal Teams provide professional development to appropriate school personnel.</p>	<p>annually</p>	<p>Building Equity and Inclusion Coordinator</p>
	<p>Make available additional professional development through building-based equity and inclusion teams to address Implicit bias.</p>	<p>Revise CPI training, materials, as needed</p>	<p>annually, for appropriate school personnel</p>	<p>District CPI Trainers</p>
	<p>Make available workshops in engagement and quantum learning</p>	<p>Revise practices and training materials, as needed</p>	<p>annually</p>	<p>District Specialists and Trainers Department of Teaching & Learning</p>

<p>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>Review current behavior intervention process, including use of de-escalation practices currently utilized within the district Train appropriate school personnel in crisis intervention techniques using Crisis Prevention Instruction (CPI).</p> <p>6 hours of training to be completed.</p> <p>3 hours of training on crisis intervention techniques and de-escalation techniques.</p> <p>Provide 2 hours of training on behavior supports, trauma informed practices, and restorative practices.</p>	<p>Review current practices and professional development opportunities provided.</p> <p>Create and provide professional development on de-escalation techniques</p>	<p>Summer 2022</p> <p>2022-2023</p> <p>annually</p>	<p>District Behavior Specialist Team</p> <p>Equity and Inclusion Coordinator</p>
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and time out; and</p>	<p>Train appropriate school personnel in crisis intervention techniques using Crisis Prevention Instruction (CPI). 6 hours of training to be completed including 3 hours of training on crisis intervention techniques and de-escalation techniques. Provide 8 hours of de-escalation training in Ukeru philosophy, strategies, and techniques</p>	<p>Train building administrators, nurses, social workers and school psychologist in all schools</p> <p>Train appropriate school personnel (special education teachers, paraprofessionals, related service providers)</p> <p>Train appropriate school personnel on Ukeru de-escalation techniques.</p>	<p>Annually</p> <p>Summer 2022</p> <p>2022-2023; annually</p>	<p>District CPI Trainers</p> <p>Ukeru Trainers</p> <p>Ukeru District Trainer Team</p>

<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>	<p>Building administrators will convene a debriefing meeting following incidence of RTO with appropriate school personnel.</p>	<p>Provide guidance on hold meeting using 3-part process:</p> <ol style="list-style-type: none"> 1. Reassess what occurred; 2. Identify reason for occurrence; and 3. List strategies/steps for de-escalation to prevent use of RTO subsequently. <p>Review and revise the student behavior plan, as needed.</p>	<p>Ongoing as indicated by incidents of restraint and/or timeout.</p>	<p>Building Administrators as needed</p>
<p>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.</p>	<p>Hold meetings to fully inform appropriate school personnel of a student's history, including history of physical or sexual abuse, and other relevant mental health information.</p>	<p>Building school nurse and social worker and/or school psychologist will communicate information to appropriate school personnel regarding student history, as appropriate</p>	<p>Annually and/or upon notification of new finding of abuse through DCFS or other entity or changes in mental health status</p>	<p>Nurse, social worker, and/or school psychologist</p>

<p>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.</p>	<p>Create individual student behavior intervention form</p>	<p>Review existing behavior intervention plans. Feedback provided by Behavior Specialist Team to Oversight Team for revision Form finalized</p> <p>Administrator training on use of form and RTO parent rights provided by ISBE.</p> <p>Subsequent administrative training</p>	<p>Summer 2022</p> <p>22-23 school year; annually</p>	<p>RTO Oversight Committee District behavior specialist and BCBA District</p> <p>Administrators District behavior specialist and BCBA.</p>
<p>G) Describe how the information will be made available to parents for review</p>	<p>Notify parents/guardians that the plans and reports on progress are available for review.</p>	<p>Use ISBE document link and/or relevant material to create parent notification. Post RTO information made available in accordance with ISBE guidelines through the district website.</p>	<p>22-23 school year, update as needed</p>	<p>Community Relations Team</p>
<p>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</p>	<p>Utilize Alternatives to Time Out and Restraint Recognition Program to ensure best practices for A-D are included in the district plan.</p> <p>Timely review of district and school RTO data.</p>	<p>Review current district practices and professional development opportunities provided, updating in accordance with ISBE guidelines and best practices.</p>	<p>Ongoing as indicated by incidents of restraint and/or timeout.</p>	<p>District Administrators RTO Oversight Committee Subgroup District behavior specialist and BCBA</p> <p>RTO Official</p>