



**PHYSICAL RESTRAINT, TIME OUT, ISOLATED TIME
OUT PROGRESS REPORT AND REDUCTION PLAN
FOR 2023-24
June 2023**

Physical Restraint, Time Out, and Isolated Time Out Progress Report and Reduction Plan Urbana School District 116

In accordance with the requirements set forth in 105 ILCS 5/2-3.130 and Public Act 102-0339, each school district board must create an oversight team that consists of, but is not limited to, teachers, paraprofessionals, school service personnel, and administrators to develop district-specific plans that include procedures to reduce and eventually eliminate the use of physical restraint, time out, and isolated time out (RTO). The progress shall be measured by the reduction of the overall number of incidents of those interventions and the total number of students subjected to those interventions. The plans must include specific actions set forth in legislation and shall align with the reduction goals set forth by the Illinois State Board of Education (ISBE). An annual progress report is required. The progress report must include a report of school district RTO data, improvements that have been made as a result of your RTO Reduction Plan, and any explanation as to why specific strategies were unsuccessful to reduce RTO within your district. The corresponding RTO Reduction Plan Template includes a progress report template. The progress report and reduction plan can be submitted together whether the template is used or not.

Progress Report

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2022-23

Overall, the number of students who were involved in RTO procedures was relatively stable (20 in 2021-22 vs 24 in 2022-23). Of note is a significant increase in the total number of incidents of RTO (48 in 2021-22 vs 92 in 2022-23). One student (discussed in the section below) accounted for 48% of the total incidents in the district. Without this student's data, the number of RTO events were stable (48) between 2021-22 and 2022-23. There was no single disability area (or lack of disability area) that represented a majority of the RTO events. The vast majority of students (22 of 24) had an IEP and a majority of students (13 of 24) were students of color. These factors were important in determining the district's optional goals for reduction for 2023-24.

How has your district's school year 2022-23 RTO Reduction Plan supported improvements?

Professional development has been offered to staff on therapeutic crisis intervention, crisis intervention training, restorative practices, trauma informed practices, positive behavior and intervention and supports, and self-regulation instruction at various times throughout the school year. Problem solving and IEP teams conducting functional behavioral assessment and development of behavior intervention plans support non-coercive environments. Collaboration between our public therapeutic day school peace team/crisis counseling staff and our intensive instructional programs strengthened the focus on the use of strategies other than RTO to address student need and behavior.

School buildings have PBIS coaches and teams to support Tier I, II, and III social emotional

functioning instruction and intervention at the early childhood through high school levels.

The RTO oversight team met throughout the year to review data and discuss RTO incidents and problem solve additional support to individual teams, as needed.

District RTI trainers have attended recertification training of trainers professional development in Peoria on updated TCI for Schools which incorporate additional strategies and techniques as an alternative to RTO.

Individual teams met after incidents of RTO to assess the incident and think through and plan alternate intervention techniques to reduce the need for RTO in the future. Relevant information regarding student's individual history (including any history of physical or sexual abuse) and other relevant medical/mental health information was shared by team members when developing plans and interventions for students.

The district leadership team met with district leaders and staff members to reassess when TCI training is offered during the year and summer options are now being offered for both initial certification and recertification.

What targeted areas for RTO reduction were not as successful (if any)? Please describe any factors that contributed to the unexpected results from your previous RTO Reduction Plan.

A reduction in the overall number of RTO incidents was not realized for the district. The main contributing factor was one student who accounted for 48% of the incidents for the district. This student with significant needs was not initially eligible for special education services and, after being found eligible, putting services in place, and the team working with an applied behavior analyst, we dramatically reduced the need for RTO by the end of the school year. While that plan was being developed, implemented, and revised, however, the student frequently demonstrated behavior that was an imminent safety threat to self and others that required RTO procedures to ensure their safety.

In addition, a lack of subs to release staff during the school year to attend therapeutic crisis intervention training did result in fewer staff being trained in TCI than the district had desired. The district has made more summer TCI training options available for 2023-24 to aid in training and retraining more staff in this approach at a time when subs are not necessary for staff to attend.

List the names and titles of members of your district restraint and time out oversight team:

Ashleigh Butler, Paraprofessional/Crisis Counselor/TCI Trainer
David Finn, Special Education Teacher
Beth Gatsche - Assistant Principal Gerber School
Kelly Halcom, School Social Worker
Jennifer Hastings, Director of Student Services
Tricia Kassem - School Psychologist/TCI Trainer
Katie Madigan, Assistant Principal UECS/Elementary Special Education Facilitator
Olivia Grilo, Special Education Teacher/TCI Trainer/Alternative Programs Case Manager
Jennifer Rohn, Principal - Gerber School
Todd Taylor, Assistant Superintendent for Student Services
Zach Utley, Paraprofessional/Crisis Counselor/TCI Trainer

List dates of oversight team meetings:

September 14, 2023
November 22, 2023
May 17, 2023
June 2, 2023

2023-24 Urbana School District 116 - Goals for RTO Reduction

Data will be collected on incidents of Time Out, Isolated Time Out, and Physical Restraint collected and reviewed after the full school year 2023-24 data is available for both regular and extended school year programs.

- Goal 1 - Reduce the number of RTO Incidents by 10%
- Goal 2 - Reduce the number of students experiencing RTO by 10%
- Goal 3 - Reduce the number of students with Individualized Educational Programs experiencing RTO by 25%
- Goal 4 - Reduce the number of students of color experiencing RTO by 25%

Urbana School District 116 - 2023-24 RTO Reduction Plan

A. USD 116 plans to **adopt and utilize** positive behavioral interventions and support rather than physical restraint, time-out, and isolated time out:

1. Action Item:

- *In USD 116 schools, positive behavioral interventions that have been adopted include, but are not limited to behavior de-escalation/RTI, restorative practices, trauma informed practices, positive behavior and intervention and supports, self-regulation instruction/training, conducting functional behavioral assessment and development of behavior intervention plans, which support non-coercive environments.*
- *Provide proactive, preventative, and tailored positive behavioral interventions for students identified through behavioral screeners, referrals, or school problem-solving teams.*
- *Implementation of positive behavioral interventions through Tier 1, 2 and 3 programming.*

2. Steps to Complete Action Item:

- *District administration and specialists (behavioral specialists, special education teachers, clinical professionals, psychologists, social workers.) will collaborate with school teams (including teachers, teacher assistants, support staff, and building administration) for ongoing support in utilizing positive behavioral interventions. This may include review of school behavioral data, behavioral support expectations, recognition systems, and internal committee monitoring.*
 - o *Timeline 2023-24 School Year*
 - o *Responsible Party: Administrators and specialists*
- *Provide professional development to reduce/eliminate restraint, time out, and isolated time out.*
 - *Examples:*
 - o *Training opportunities for select staff that focus on behavioral and emotional regulation training, which may include alternatives to hands-on approaches.*
 - o *Increased time allocated for training for staff that serves students with significant behaviors and mental health challenges to allow for more proactive interventions and services.*
 - *Timeline: 2023-24 School Year*
 - *Responsible Party: Student Services and Gerber administrators and district TCI trainers*

- *Ongoing data review of RTO interventions to inform staff support, training, and development needs based on information obtained about trends in the use of RTO.*
 - *Timeline: Quarterly during the 2023-24 School Year*
 - *Responsible Party: District RTO Oversight Team*

B. USD116 will identify effective ways/best practices to de-escalate situations to avoid physical restraint, time-out, and isolated time out:

1. Action Item:

- *Provide professional development and training on de-escalation techniques such as Therapeutic Crisis Intervention and other De-escalation Training, behavior management strategies, youth mental health first aid, trauma-sensitive practices, implicit bias, and restorative practices.*

2. Steps to Complete Action Item:

- *Develop/Implement consistent training methods/materials and schedule for training on the above techniques.*
 - *Timeline: 2023-24 School Year*
 - *Responsible Parties: District Administrators and Professional Development Department*
- *Ongoing professional development/training, support, and collaboration will occur as well as planning for onboarding for new hires.*
 - *Timeline 2023-24 School Year*
 - *Responsible Parties: District Administrators and Professional Development Department*

C. USD116 will utilize crisis intervention techniques as an alternative to physical restraint, time-out, and isolated time out:

1. Action Item:

- *Provide professional development and training on Therapeutic Crisis Intervention.*
- *Identify crisis intervention responders and roles for staff in each building.*

2. Steps to Complete Action Item:

- *Develop/Implement consistent training methods/materials and schedule for trainings.*

- o *Timeline 2023-24 School Year*
 - o *Responsible Parties: District Administrators, Gerber Administrators and District TCI trainers*
 - *Ongoing professional development/training, support, and collaboration will occur as well as planning for onboarding for new hires.*
 - o *Timeline 2023-24 School Year*
 - o *Responsible Parties: District Administrators, Gerber Administrators and District TCI trainers*
- D. USD 116 will utilize debriefing meetings to reassess what occurred and why it occurred and to think through ways to prevent use of intervention the next time:
1. Action Item:
 - *Conduct debriefing meetings to assess what occurred, why it occurred, and to think through ways to prevent use of the intervention the next time.*
 - *Proactive regular team meetings to plan for students as well as utilization of the Individual Student Plan for any student that meets the criteria.*
 2. Steps to Complete Action Item:
 - *Ensure staff are aware of and utilize debriefing procedures.*
 - o *Timeline 2023-24 School Year*
 - o *Responsible Parties: District RTO Oversight team, District Administrators, Gerber Administrators and District TCI trainers*
 - *Document debriefing efforts.*
 - o *Timeline 2023-24 School Year*
 - o *Responsible Parties: School teams with members determined appropriate for individual situations*
 - *Ensure debriefing consistent with the requirements for reviewing and analyzing time out and restraint during extended instances or repeated instances of their use.*
 - o *Timeline 2023-24 School Year*
 - o *Responsible Parties: District RTO Oversight team, District Administrators, Gerber Administrators and District TCI trainers*
- E. USD116 will implement 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.

1. Action Item:

- *Develop/implement procedures for ensuring 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.*

2. Steps to Complete Action Item:

- *Share relevant information with appropriate school personnel at the beginning of the school year to the extent that it impacts behavior management, de-escalation, crisis management, etc.*
 - o *Timeline start of 2023-24 School Year and throughout the year, as appropriate*
 - o *Responsible Parties: Case managers and building administrators*
- *When creating any individual student plans, teams will 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.*
 - o *Timeline start of 2023-24 School Year and throughout the year, as appropriate*
 - o *Responsible Parties: Social Workers, Case managers and building administrators*
- *When utilizing proactive regular team problem-solving meetings, special education meetings, or other meetings to plan for students, include relevant information about the student's history, including any history of physical or sexual abuse, and other relevant medical mental health information with appropriate school staff regarding the use of restraint and time out.*
 - o *Timeline start of 2023-24 School Year and throughout the year, as appropriate*
 - o *Responsible Parties: Case managers, psychologists, social workers, and building administrators as appropriate to an individual student's plan and situation.*
- *When debriefing the use of restraint or time out, include relevant information about the student's history, including any history of physical or sexual abuse, and other relevant medical mental health information with appropriate school staff.*
 - o *Timeline start of 2023-24 School Year and throughout the year, as appropriate*
 - o *Responsible Parties: Case managers, psychologists, social workers, and other debriefing team members, as appropriate to individual student plan and situation.*

Note: Disclosures of sensitive student information must be consistent with federal and state laws governing student confidentiality and privacy rights. “Appropriate school personnel” include school staff with a legitimate educational interest in the student information.

F. USD 116 will identify steps to develop individualized student plans as required by Public Act 102-0339. Plans should be separate and apart from a student IEP or 504 plan.

1. Action Item:

- *Develop, implement and determine procedures for reviewing individual student plans.*

2. Steps to Complete Action Item:

- *Set Criteria for developing an individualized plan*
 - *Initial Criteria: students that have experienced 5 or more instances of restraint, time out, or isolated time out (RTO) in a 30-day period. The District ITO Oversight teams will review data during quarterly meetings and adjust the criteria, as appropriate.*
 - *Timeline start of 2023-24 School Year and reviewed quarterly throughout the year, as appropriate*
 - *Responsible Parties: District RTO Oversight team*
- *Identify relevant and appropriate individuals for creating the plans*
 - *Timeline: Spring, 2023*
 - *Responsible Parties: District RTO Oversight team*
- *Review and analyze individual student data related to RTO and current BIP.*
 - *Timeline: Start of 2023-24 school Year*
 - *Responsible Parties: Members of the student's IEP, 504, or Individual problem-solving team, as appropriate to the student's specific situation.*
- *Document specific steps the team will take to reduce their use of these restrictive interventions.*
 - o *Timeline: Start of 2023-24 school Year*
 - o *Responsible Parties: Members of the student's IEP, 504, or Individual problem-solving team, as appropriate to the student's specific situation.*
- *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.*

- o *Timeline: As individual plans are developed and implemented during the 2023-24 school year*
- o *Responsible Parties: Social Workers, Case managers, and building administrators.*
- *Ongoing support, training, and collaboration will occur with the serving team as they work to implement the plan and review its effectiveness.*
 - o *Timeline: As individual plans are developed and implemented during the 2023-24 school year*
 - o *Responsible Parties: members of the individual student's team*

G. USD 116 will make information regarding the plan available to parents for review.

1. Action Item:

- *Identify the method of communication for how the District will notify parents and guardians that the plan is available for review:*
 - *Information will be posted on the USD116 Website*
 - *A meeting describing the plan will be presented, recorded, and made available on the district website at a parent advisory meeting conducted in during the 2023-24 school year.*

2. Steps to Complete Action Item:

- *Through the methods of communication listed above, the District will notify parents and guardians that the plan is available for review.*
 - o *The RTO Plan will be posted on the USD116 Website*
 - o *The RTO Plan will be reviewed, recorded, and made available on the district website at a parent advisory meeting conducted during the 2023-24 school year.*
 - o *Timeline: 2023-24 school year*
 - o *Responsible Parties: District Student Services Administrators, District RTO Oversight Team members, and Director of Marketing and Communication*

H. USD116 will modify the process (as necessary) to satisfy the aforementioned goals.

1. Action Item:

- *Members of the District RTO Oversight team will review data at least quarterly to ensure the district is making progress towards goals and procedures that are in line with all laws, recommendations, and directives.*

2. Steps to Complete Action Item:

- *Establish oversight committee goals/timelines.*
 - o *Timeline: Spring/Fall 2023*
 - o *Responsible Parties: District RTO Oversight Team*
- *Engage in student data review related to RTO interventions to better understand use, trends, and student and staff development needs.*
 - o *Timeline: Quarterly during 2023-24 School Year*
 - o *Responsible Parties: District RTO Team*
- *Review documentation for compliance auditing.*
 - o *Timeline: When compliance auditing information is available from ISBE*
 - o *Responsible Parties: District RTO Oversight Team*