

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

## JOHNSTON CITY CUSD 1

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 toward the reduction and eventual elimination of such interventions 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<sup>1</sup> The plans must include specific actions set forth in legislation and shall align with the reduction goal set forth by the Illinois State Board of Education (ISBE).

The plan shall be submitted to [rtoreductionplan@isbe.net](mailto:rtoreductionplan@isbe.net) by July 1, 2022. Yearly progress reports shall be submitted to ISBE by July 1 of each school year thereafter.

Date Completed: 5/24/22

Oversight Team:

Kathy Clark

Michelle Smiley

Brooke Helsley

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Marshall Mummert

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District Facilities include:

- Jefferson Elementary School - PreK - Grade 2
- Lincoln Elementary School - Grade 3 - Grade 4
- Washington School - Grade 5 - Grade 8
- Johnston City High School - Grade 9 -12+

**RTO Reduction Goal: The plan's objective shall be a 25 percent reduction in the use of physical restraint, time out, and 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>Provide details of a plan to support a vision for cultural change that reinforces the following:</p> <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>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>A) Implementation of PBIS and MTSS, SEL Curriculum, anti-bullying and harassment policies, and restorative justice frameworks in all facilities.</p> <p>Social Emotional Curriculum incorporated PreK-12.</p> <p>B) Continued participation and certification in Nonviolent Crisis Intervention Training (CPI) on at least a bi-annual basis. Additional staff</p>	<p>A) All schools in the District have established behavior expectations, “boot camp”, quarterly reward programs, positive office referrals, school wide monthly behavior expectations, and weekly events to recognize positive behavior and responsibility.</p> <p>Ensure school wellness through advisory support in education, health and social emotional well being in order to provide the opportunity to become whole, healthy, and educated adults.</p> <p>B) Through Social Emotional Curriculum and Training, (Second Step, Habitudes, and Satchel Pulse) children will acquire</p>	<p>Ongoing Annually</p>	<p>All school district and special education cooperative personnel</p> <p>CPI Certified Training Facilitators through Special Education Cooperative provide multiple opportunities throughout the summer and</p>

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<p><b>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and time out; and</b></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 use of intervention the next time.</b></p>	<p><b>training in PBIS and MTSS Supports and Interventions for all students.</b></p> <p><b>C) Continued focus in the following areas of training:</b></p> <ul style="list-style-type: none"> <li>● <b>Crisis De-escalation</b></li> <li>● <b>Restorative Practice</b></li> <li>● <b>Trauma Informed</b></li> <li>● <b>Behavior Management</b></li> </ul> <p><b>D) Staff will be informed of procedures of debriefing meetings. District forms and agenda will be created and used in a consistent manner across facilities.</b></p>	<p><b>the knowledge, attitudes, and skills they need to: recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.</b></p> <p><b>District staff will participate in Nonviolent Crisis Intervention Training (CPI) on a rotating basis. Verbal Intervention (VI) Training is used to respond to crisis situations with a focus on de-escalation techniques and safe, non-restrictive interventions. Staff will learn to recognize the stages of an escalating crisis and evidence based techniques to appropriately de-escalate.</b></p> <p><b>C) Through proper training and certification in CPI; staff learn decision making skills to match the level of the response to the risk of the crisis, focusing on the least restrictive response to ensure the Care, Welfare, Safety and Security of those in our district’s care. This includes recognizing the stages of an escalating crisis and learning evidence based techniques to appropriately de-escalate.</b></p> <p><b>D) Team members involved in restrictive intervention will utilize debriefing meetings to review the effectiveness of</b></p>	<p><b>school year for initial foundation training, as well as refresher courses.</b></p> <p><b>School District PBIS and MTSS Teams, including School Service Providers and outside agencies such as CenterStone.</b></p>
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		the procedures used and prepare or modify an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions.		
<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 mental health information. Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.</b>	<b>E) Certified Personnel will create student assistance teams for individual students as deemed necessary.</b>	<b>E) Detailed procedures to address a student’s behaviors, specific to that location and scenario, should be developed and agreed upon by the IEP or Section 504 team in advance if it is determined that the student can participate safely with appropriate support. Procedures might include who will be informed of the student’s needs and associated procedures (with assurance of FERPA and other applicable confidentiality protections), what alternative strategies will be attempted before or in lieu of time out or physical restraint, and who among those present in various settings will be trained to implement alternate strategies or time out or physical restraint, if required under the circumstances.</b>	<b>Ongoing Annually</b>	<b>District Personnel and Special Education Cooperative Personnel, including School Supports from outside agencies such as CenterStone.</b>
<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</b>	<b>F) Certified Personnel will create student assistance teams for individual students as deemed necessary.</b>	<b>F) Continued development of student assistance teams and expansion to include mental health and social emotional well being of students. Individual student plans will be kept with student records in order to create</b>	<b>Ongoing Annually</b>	<b>District Personnel and Special Education Cooperative Personnel,</b>

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<b>Plan.</b>		<b>plans that will follow students from one grade level to the next, and in between facilities within the Unit District.</b>		<b>including School Supports from outside agencies such as CenterStone.</b>
<b>G) Describe how the information will be made available to parents for review.</b>	<b>G) Reduction Plan Document will be on display on the school district's website</b>	<b>G) Reduction Plan Document will be on display on the school district's website</b>	<b>Annually</b>	<b>District Website Development Team</b>
<b>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</b>	<b>H) Oversight Team continuous quality review</b>	<b>H) The Oversight Team will meet annually to review and modify processes, or as necessary.</b>	<b>Annually By July1</b>	<b>District Oversight Team</b>

### 2021-2022 District RTO Data Review:

#### **General Education:**

- None

#### **Students with Disabilities (IEP):**

- There were no instances of isolated time out during the 2021-2022 school year.
- One male student, 4th grade, white, with an IEP had one instance of physical restraint while placed in a Cooperative Program outside of our district, lasting 4 minutes.
- One male student, 4th grade, white, with an IEP had two instances of physical restraint while placed in a Cooperative Program outside of our district, instances were 6 months apart. Duration - 30 minutes, 13 minutes.
- One male student, 9th grade, two or more races, with an IEP had one instance of physical restraint while placed in an Interim Alternative Placement through WCES Special Education Cooperative, lasting 5 minutes.