



DISTRICT 186

SPRINGFIELD PUBLIC SCHOOLS

**Restraint, Timeout, and Isolated
Timeout Reduction Plan**

Restraint, Timeout, and Isolated Timeout Reduction Plan Process and Members

In accordance with the requirements set forth in Illinois School Code 5/2-3.130 and Public Act 102-0339, the Springfield Public School District has created an oversight team to develop a plan and procedures to reduce and eventually eliminate the use of physical restraint, timeout, and isolated timeout (RTO).

Committee Members

Margaret Thurman, Executive Director of Student Support Services

Tracy Deal, School Social Worker

Laura Jordan, Special Education Teacher

Nathan Kochanowski, Building Principal

Alandria Nailing, Paraprofessional

Cara Washam, School Social Worker

Lyn Williams, Supervisor of Classified Staff and Student Support Services

Amelia Zibutis, Supervisor of Student Support Services

Illinois State Board of Education 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 5-plus instances in a 30 day period.

Provide details of a plan to support a vision for cultural change that reinforces the following:

- A) Positive behavior interventions and support rather than physical restraint, timeout, and isolated time out,
- B) Effective ways to de-escalate situations to avoid physical restraint, time out, and isolated time out,
- C) Crisis intervention techniques that use alternatives to physical restraint, time out, and isolated time out,
- D) Use of debriefing meetings to reassess what occurred and why it occurred to think through ways to prevent use of RTO interventions next time.

Required Component 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

Action Item: Springfield Public School District 186, in an effort to utilize positive behavioral interventions and support and to address the Socio-Emotional learning needs of the students, families and staff within our schools, utilize a Braided Behavior Systems of Support (BBSS) model that integrates Social Emotional Learning Standards (SEL), Behavior Intervention Support Team (BIST), Positive Behavior Interventions and Supports (PBIS), and Restorative Practices (RP). In addition, Springfield Public Schools also utilize a multi-tiered systems of support (MTSS) model to provide three-tiers of intervention and a Problem Solving Team process to support students academically, emotionally and behaviorally. The tiers provide a layering approach to intervening with additional skill building for students.

One of the five Strategic Goals of the Springfield Public Schools is to “Enhance academic and emotional support so students can reach their full potential”. To this end, Springfield Public Schools has a District-Wide SEL/BBSS Team with the mission of providing ongoing professional development and technical support to each of the 34 schools/programs within the District. Each school also has its own SEL/BBSS team that links to the District team.

Required Component B: Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out

Action Item: In addition to the socio-emotional learning strategies discussed in the aforementioned section, District 186 provides Non-Violence Intervention training through the Crisis Prevention Institute (CPI). The training utilizes “evidence-based techniques that have been successfully used for over 40 years and are recognized by national and international organizations.” The therapeutic crisis model emphasizes de-escalation strategies with physical intervention as a last resort and appropriate to the level of risk.

District 186 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*SM This includes recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriately de-escalate the situation.

The Springfield Public Schools currently require all administrators, paraprofessionals and security guards to be CPI certified. In addition, all employees are encouraged to become certified.

Required Component C: Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and time out

Action Item: As an alternative to physical restraint, time out, and isolated time out, the Springfield Public Schools applies key components of the Crisis Prevention Institute (CPI) training that includes:

- Nonverbal Communication
- Paraverbal and Verbal Communication
- Verbal Intervention
- Precipitating Factors, Rational Detachment, Integrated Experience
- Staff Fear and Anxiety
- Decision Making
- Physical Interventions
- Therapeutic Rapport and Reintegration

As is documented, Physical Intervention is the last response on the continuum of de-escalation techniques and interventions.

Required Component 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.

Action Item: After instances of RTO, and in accordance with ISBE requirements, building level teams, with support from the District as necessary, will meet to debrief about the incident and determine an action plan for next steps in supporting the child's education. The focus of the meetings will be the analysis of individual's behavior that led to the incident with regard to antecedents/setting events and triggers. In addition, changes that could be made to the environment will be determined as well as student's schedule, staff's interactions, what skills instruction is necessary to close the skills gap, and how to implement these changes/modifications effectively.

Required Component 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.

Action Item: Each school within the Springfield Public School District has a "Problem-Solving Team", that is comprised of Principals, Assistant Principals, Teachers, Social Workers, Psychologist, parents and may also include Nurses, Paraprofessionals, Teaching Assistants, Behavior Analysts, Family and Community Engagement Liaisons, as well as other pertinent staff. One purpose of these team is the dissemination of appropriate information to school personnel with regards to a student's history, including any history of physical or sexual abuse, and other relevant medical or mental health information.

Required Component 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.

Action Item: Each school within the Springfield Public School District has a “Problem-Solving Team” or a designated team specific to TRO, that is comprised of Principals, Assistant Principals, Teachers, Social Workers, Psychologist, parents and may also include Nurses, Paraprofessionals, Teaching Assistants, Behavior Analysts, Family and Community Engagement Liaisons, as well as other pertinent staff with the obligation of reviewing student data/incidents on at least a monthly basis. Behavior data analyzed at these meetings include referrals, behavioral consequences (detentions, in-school/out of school suspensions) and incidents that include time-out and restraint. Individual behavioral interventions and plans are developed and implemented during these meetings.

Required Component G: Describe how the information will be made available to parents for review.

Action Item: In compliance with guidance from ISBE, the Springfield Public Schools has a policy requiring:

1. The Building Administrator and designated team complete the Restraint and Time Out (RTO) ISBE Form (11-01). District designee submits the information to ISBE Student Information System (SIS).
2. Principal and/or designee contacts the parent/guardian the day the incident occurs to inform them of their rights to request a Post RTO Meeting.
3. Within 1 business day, the Principal and/or designee, mails a copy of the "RTO Parent Cover Letter".
4. Email or send a hard copy of the following documents to the parent/guardian: RTO Parent Cover Letter, Copy of completed ISBE Physical Restraint and Time Out Form and Copy of Incident/Behavior Log.

This policy and process is reviewed at least annually at a District-Wide All-Administrators Professional Development held at the beginning of each school year, in addition to as necessary for administrators and their building-level team.

Required Component H: Describe a modification process (as necessary) to satisfy aforementioned goals.

Action Item: Springfield Public School District has developed a committee of District and building level administrators, teachers, paraprofessionals, social workers and support staff to review at a minimum bi-annually (January and May), the RTO reduction plan being submitted to the Illinois State Board of Education. At the time of the meetings, the committee will assess the plan and make modifications as necessary based off of District-Wide Data.