

Physical Restraint, Time Out and Isolated Time Out Reduction Plan

South Eastern Special Education

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 interventions¹ 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).

Yearly progress reports shall be submitted to ISBE by July 1 of each school year.

Date Completed: June 5, 2024

Per State Requirements, this is the first plan for the cooperative.

During the 2024-2025 school year, the oversight team will meet quarterly.

***Each school district board must create an oversight team that consists of, but is not limited to, teachers, paraprofessionals, school service personnel, and administrators.**

Oversight Team:

Kim Kessler, Director

Katie Lidy, TCIS Trainer, Ukeru Trainer, School Psychologist

Haley McPherson, Ukeru Trainer, Special Education Teacher

Robyn Payne, TCIS Trainer, Ukeru Trainer, School Social Worker

Jane Gregory, Day School Principal, TCIS Trainer, Ukeru Trainer

Bekki Smith, TCIS Trainer, Paraprofessional

Physical Restraint, Time Out and Isolated Time Out Reduction Plan

South Eastern Special Education

List each building and grade levels:

Cooperative School and Programs:

Next Step Day School (K-12)

K-12 Self-Contained Emotional Disability Classrooms housed within member district schools (Clay City School District #10 and Oblong School District #4)

This is the first year for a day school in the cooperative.

RTO Reduction Goal: The plan's objective shall be to Reduce the number of K-12 students experiencing RTO by 25%.

Physical Restraint, Time Out and Isolated Time Out Reduction Plan

South Eastern Special Education

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>Implementation of PBIS and MTSS, SEL Curriculum, anti-bullying and harassment policies, and restorative justice frameworks in all classrooms.</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>Ongoing Annually</p>	<p>All special education cooperative personnel</p>
<p>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>Continued participation and certification in Therapeutic Crisis Intervention Training for Schools (TCIS), Safety Care and Ukeru on at least a bi-annual basis. Additional staff training positive supports and interventions for all students.</p>	<p>The district staff will participate in Therapeutic Crisis Intervention for Schools Training (TCIS), Safety Care, and Ukeru on a regular training schedule. Staff will learn to recognize the stages of an escalating crisis, evidence based techniques to de-escalate and improve student coping mechanisms.</p>	<p>Ongoing Annually</p>	<p>TCIS, Safety Care and Ukeru Certified Training Facilitators through the Special Education Cooperative will provide multiple opportunities throughout the year for initial training and refresher courses.</p>

Physical Restraint, Time Out and Isolated Time Out Reduction Plan

South Eastern Special Education

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<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>Continued focus in the following areas of training:</p> <ul style="list-style-type: none"> ● Crisis De-escalation ● Restorative Practice ● Trauma Informed ● Behavior Management 	<p>Through proper training and certification in TCIS, Safety Care and Ukeru; 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, Safety and Security of those in our district's care. This includes recognizing the stages of an escalating crisis, learning evidence based techniques to appropriately de-escalate and improving student coping mechanisms.</p>	<p>Ongoing Annually</p>	<p>TCIS, Safety Care and Ukeru Certified Training Facilitators through the Special Education Cooperative will provide multiple opportunities throughout the year for initial training and refresher courses.</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>Staff will be informed of procedures for debriefing meetings.</p>	<p>Team members involved in restrictive intervention will utilize debriefing meetings to review the effectiveness of the procedures used and prepare or modify an individual crisis support plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions.</p>	<p>Ongoing Annually</p>	<p>All special education cooperative personnel</p>

Physical Restraint, Time Out and Isolated Time Out Reduction Plan

South Eastern Special Education

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<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>Certified Personnel will create student assistance teams for individual students as deemed necessary.</p>	<p>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.</p>	<p>Ongoing Annually</p>	<p>All special education cooperative personnel</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>Certified Personnel will create student assistance teams for individual students as deemed necessary.</p>	<p>Continued development of student assistance teams and expansion to include mental health and social emotional well being of students. Individual crisis support plans will be kept with student records in order to create plans that will follow students from one grade level to the next.</p>	<p>Ongoing Annually</p>	<p>All special education cooperative personnel</p>

Physical Restraint, Time Out and Isolated Time Out Reduction Plan

South Eastern Special Education

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
G) Describe how the information will be made available to parents for review.	The Reduction Plan Document will be on display on the school district's website	Reduction Plan Document will be on display on the school district's website	Annually	Administrative Staff
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	Oversight Team; Continuous quality review	The Oversight Team will meet quarterly to review and modify processes, or as necessary.	Annually By July1	District Oversight Team

Report of districts' physical restraint, time out, and isolated time out (RTO) data related to school year 2023-2024:

South Eastern Special Education had 11 total students experience RTO in the 2023-2024 school year. All of these students have an Individualized Education Plan (IEP).

RTO Data for SY23-24:

27 Physical Restraint (01)

3 Time Out (02)

54 Supine Physical Restraint (05)