

Physical Restraint, Time Out, and Isolated Time Out Progress Report and Reduction Plan Template

This template is an example to assist in guiding the development of the district RTO Reduction Progress Report and Plan. An entity may choose to utilize another template/format. The progress report and plan shall be submitted to toreductionplan@isbe.net by July 1, 2023.

Progress Report:

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2023-2024:

Data from school year 2023-2024: 11 RTO incidents occurred in the 2023-2024 School Year

How has your district's school year 2023-2024 RTO Reduction Plan supported improvements?

N/A

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.

N/A



Reduction Plan Template

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

Kelsey Murphy- Special Education Lead Teacher
Susan Swanson- Special Education Lead Teacher
Kris Kroll- Special Education Teacher
Lorine Schaar- Director of Day School (LINC and Stepping Stone)
Jennifer Stiemsma-Sr. Vice President of Educational Services
Jennifer Mendoza- Sr. Director of Educational Services
Tonya Henley- Director of Curriculum and Instruction

Amanda Puccinelli- Paraprofessional
Stephanie Oster- School Psychologist
Brian Christensen- Milieu Supervisor
Quinton Peet- Paraprofessional

List dates of oversight team meetings:

November 2024
December 2024
January 2025
February 2025
March 2025
April 2025
May 2025

Goal Development: [The plan's objective shall be centered around at least three reduction goals.](#)

Alternative Goal 1- Reduce the number of physical restraint incidents per individual student in a 30 day period by 20%.

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>1. RTO training including Therapeutic Crisis Intervention Training, trauma- informed practices, de-escalation techniques- trainings will be provided to all staff members.</p> <p>2. Agency Behavior Management Policy outlines managing behaviors, debriefing incidents, communication with collaterals and restoring relationships.</p>	<p>1. Scheduled quarterly TCI refresher trainings during school year and extended school year.</p> <p>2. Training on agency Behavior Management Policy.</p>	<p>1. SY 2024-2025</p> <p>2. Fall 2024</p>	<p>1. TCI trainers, school administrators, all school staff</p> <p>2. School administrators, all school staff</p>
<p>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>1. Train supervisors in Post Crisis Multi-Level Response.</p> <p>2. Quarterly Therapeutic Crisis Intervention training which includes de-escalation techniques, and trauma informed practices.</p>	<p>1. Execute Post Crisis Multi-Level Response training for all supervisors, administrators and milieu supervisors</p> <p>2. Execute quarterly TCI refresher trainings.</p>	<p>1. Fall 2023 initial PCR training</p> <p>2. Implement PCR debriefing process Spring 2024</p> <p>3. Spring 2024- refresher for PCR training</p> <p>4. Semester refresher training for PCR -SY 24-25</p>	<p>TCI trainers, school administrators, school staff</p>
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and</p>	<p>1. Quarterly TCI training and certification in order to ensure staff are abreast of best practice strategies in verbal de-escalation and recovery following a crisis situation.</p>	<p>1. Hold quarterly TCI refresher trainings for all applicable staff</p> <p>2. Certify all new staff in initial TCI certification training.</p> <p>3. Train and hold refreshers on Agency Behavior Management Policy</p>	<p>SY 2024-2025</p>	<p>School directors, all school staff, TCI trainers</p>

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<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>	<ol style="list-style-type: none"> 1. Level 1 youth debriefings with licensed practitioner/designee. 2. Credentialed supervisor debriefs with all staff involved in restraints 3. Supervisor debriefs incidents with staff. 4. Supervisor debriefs with team incidents of RTO. 5. Quarterly committee members meet to discuss incidents and agenda that includes if student plans need to be reviewed and/or revisions need to be made. 	<ol style="list-style-type: none"> 1. Agency Behavior Management Policy 2. Agency Behavior Management Policy 3. Agency Behavior Management Policy 4. Agency Behavior Management Policy 5. Agency Behavior Management Policy and incidents are tracked that require debriefings in quarterly meeting with committee 	<p>SY 2024-2025</p>	<p>School directors, school milieu supervisors, nurses, Continuous Quality Improvement Department</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>All school personnel have access to students’ IEP records in a manner that is sensitive to confidentiality requirements. Students have their designated teacher who filters relevant information to other staff to ensure all members of the student’s team has the information needed for success.</p>	<p>N/A</p>	<p>SY 2024-2025</p>	<p>Teachers, school administrators, school personnel</p>

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<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>Develop a process to track when a level 2 debriefing is required. Develop a tracking process for when student meetings needed to occur per ISBE RTO regulations and a form to complete. Create a plan to decrease further incidents.</p>	<p>RTO incidents are tracked by milieu supervisors, teachers and office staff to ensure that debriefings are occurring and meetings are being held as required by the statute and the Agency Behavior Management Policy. Following any debriefings/requested guardian meetings-teams will develop a plan to decrease further incidents.</p>	<p>SY 2024-2025</p>	<p>Teachers, school administrators, office staff, school milieu supervisors, RTO committee</p>
<p>G) Describe how the information will be made available to parents for review.</p>	<p>Guardians will receive copies of all documentation of incidents of RTO for their students- meetings will be offered per requirement. Allendale Restraint and Time-Out Reduction Plan will be posted on website</p>	<p>RTO incidents are tracked. Meetings are held and plans are written when required. Documents are sent to guardian. When approved, the RTO plan will be posted.</p>	<p>SY 2024-2025</p>	<p>School administrators, teachers, school office staff</p>
<p>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</p>	<p>RTO committee will meet quarterly to review and discuss data. Will review and determine if debriefings are addressing the needs of the students and staff. Will continue to track data of RTO incidents.</p>	<p>Schedule quarterly meetings. Set agenda for meetings.</p>	<p>SY 2024-2025</p>	<p>RTO committee Continuous Quality Improvement Department</p>