

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

## Nokomis CUSD #22

### 03-068-0220-26

RTO Reduction Goal: The plan's objective shall be a 25% 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 Items	Timeline	Responsible Party
Provide Details of a plan to support a vision for cultural change that reinforces the following:				
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>The district will provide all staff members with basic training about conflict de-escalation procedures, the dangers of restraint and seclusion, and procedures for contacting fully trained and certified staff when a behavioral crisis occur.</p> <p>Faculty and Staff will utilize positive interventions and supports rather than physical restraints, time out , or isolated time-outs.</p>	<ul style="list-style-type: none"> <li>• Character Education</li> <li>• Capturing Kids' Hearts</li> <li>• Positive Office Referrals</li> <li>• CPI (PD)</li> <li>• Modified PBIS</li> <li>• Sources of Strength (6-12)</li> <li>• Sensory Breaks</li> <li>• Small group counseling</li> <li>• Community Mentors</li> <li>• Lunch Buddies (HS to Elementary students)</li> <li>• Breakfast Club</li> <li>• RtI</li> <li>• Check in – Check out</li> <li>• SEL Curriculum</li> <li>• Student of the Month</li> <li>• Fun Friday's (RtI)</li> <li>• Quarterly RtI Parties</li> </ul>	Start with FY 23 school year.	Principals Faculty Staff

		<ul style="list-style-type: none"> <li>Strategies: <ul style="list-style-type: none"> <li>Structure and Routines</li> <li>High Expectations</li> <li>Consistent Procedures</li> <li>Consistent Language</li> <li>Consistent Terminology</li> <li>Collaborative Learning</li> <li>Identify student triggers</li> </ul> </li> </ul>		
Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out	The district will provide all faculty and staff with CPI training, conflict resolution, de-escalation procedures, and dangers of restraints.	<ul style="list-style-type: none"> <li>Professional Developing in Nonviolent Crisis Intervention (CPI)</li> <li>Annual Trauma Informed Care</li> <li>Restorative Practices</li> <li>Take a break</li> <li>Behavior Management Practices</li> <li>Safe Places</li> <li>Relaxation and breathing techniques</li> </ul>	Start with FY 23 School Year	Principals Faculty Staff
Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out	Staff will utilize crisis intervention techniques as an alternative to physical restraint, time out and isolated time outs. CPI training.	<ul style="list-style-type: none"> <li>Capturing Kids Hearts (reflection)</li> <li>CPI techniques</li> <li>Zones of Regulation</li> <li>Safe Places</li> <li>Assess and identify student basic needs</li> <li>Identify triggers</li> </ul>	Start with the FY 23 School Year	Principals Faculty Staff

		<ul style="list-style-type: none"> <li>• Relaxation and breathing techniques</li> <li>• Remove student from classroom to maintain safety of all students</li> </ul>		
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 interventions the next time	Each staff member involved in an incident will engage in a debriefing or processing session(s).	<ul style="list-style-type: none"> <li>• Staff involved will meet at the end of the day, with the administrator or designee, and possibly social worker, counselor, or psychologist.</li> <li>• The team will reflect on the incident and identify antecedents. Staff will determine what could have been done to prevent the future need for use of restraint or seclusion for the specific student and for other students in similar situations.</li> <li>• Use CPI process</li> <li>• Restorative Justice procedures</li> <li>• Problem-Solving Teams (RtI)</li> </ul>	<p>Start of the FY 23 school year.</p> <p>Meetings will occur at the end of each day as needed.</p>	Principals Faculty Staff Related Service providers
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	The District and individual buildings will ensure that appropriate school personnel will be fully informed of relevant student information while maintaining student confidentiality.	<ul style="list-style-type: none"> <li>• Access to Skyward and Google Drive information.</li> <li>• Problem-Solving Team</li> <li>• Contact any of the following: Nurse, Special Education Case Managers, Counselors, Social Workers, Psychologists, 504 Coordinator, general education teacher, special</li> </ul>	Start of the FY 23 school year	Principals Faculty Staff

disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.		education teachers (if needed), and aides.		
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.	District faculty and staff will develop individualized student plans to address needs of at-risk students.	<ul style="list-style-type: none"> <li>• The use of universal screeners as identified in the MTSS/RtI Plan.</li> <li>• AimsWeb Behavior</li> <li>• Grade-level or Content Level Teams</li> <li>• Problem-Solving Teams</li> <li>• PRIMM Intervention Book</li> <li>• Possible Building Data Teams</li> <li>• Implement the plan with fidelity</li> <li>• Use Google Drive to record data</li> <li>• Evaluations</li> </ul>	Start with the FY 23 school year.	Principals Faculty Staff
Describe how the information will be made available to parents for review.	As soon as possible after any such use of time out, restraint, and/or seclusion, the parents or guardian will be informed when any of these actions have occurred and will be provided with a detailed account of the incident including the	<ul style="list-style-type: none"> <li>• Immediately after the student has restored emotional and behavioral control following the use of restraint and/or seclusion, a staff member not involved with the incident will examine the student to ascertain if any injury has been sustained during the restraint and seclusion.</li> </ul>	<p>Start with the FY 23 School year.</p> <p>As soon as possible (not later than the end of the school day or as soon as</p>	Building Administrator or designee.

	<p>circumstances that led to the use of timeout, restraint and/or seclusion.</p> <p>Parents will be notified of our plan via website.</p>	<ul style="list-style-type: none"> <li>• Building Administrator will contact parent/guardian. If unable to contact, a paper copy of the incident report will be sent via US Mail.</li> <li>• The staff involved in the incident will log the incident in the school's data collection program. In addition, the staff will complete the ISBE required paperwork and provide that documentation to the SIS administrator, building administrator and director of special education.</li> <li>• The building administrator or designee will send a copy of the written report to the parent or guardian and will place a copy of the report in the student's file.</li> <li>• Closely follow the MTSS/RtI Plan.</li> <li>• Conduct daily written documentation</li> </ul>	<p>practical on the day on which the restraint or seclusion occurred).</p>	
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Describe a modification process (as necessary) to satisfy aforementioned goals.	The RTO Committee will design a process to review and/or modify the aforementioned goals.	<ul style="list-style-type: none"> <li>District RTO Committee</li> <li>School Improvement Plan</li> <li>RTO Reduction Plan</li> <li>Professional Development Plan(s)</li> <li>Date Review Teams</li> </ul>	Start of the FY 23 school year. Review will take place at the end of the school year.	District RTO Committee.

**Team Members (it does not state how many total members need to be on the team, just that the following *types* of members must be included on the team).**

Teachers	Paraprofessionals	Other School Personnel	Administrators
Tammy Mashaw – Special Education	Kiry Auman – Title I Aide	Marissa Kile – SLP	Dr. Scott Doerr – Superintendent
Tanya Engelman – Special Education		Darci Harrison – Elementary Counselor	Kevin Reedy – JH/HS Asst Principal/AD
Jamie Blackwell – Special Education		Lisa DeWerff – JH/HS Counselor	Jana Masten – Elementary Principal
		Shelby Babbs – Social Worker	Sabrina Jones – NPT Program Coordinator

Districts Historical RTO Data:

FY22 – 1 Restraint at North Elementary School.