



2022-2023

DANVILLE COMMUNITY CONSOLIDATED
DISTRICT NO. 118

Restraint, Time Out, and Isolated Time
Out Reduction Plan

Restraint, Time Out, and Isolated Time Out Plan Process and Members

In accordance with the requirements set forth in Illinois School Code 5/2-3.130 and Public Act 102-0339, Danville School District No. 118 has created an oversight team to develop a plan and procedures to reduce and eliminate the use of physical restraint, time out, and isolated time out (RTO).

RTO Committee Members

Molly Bailey, Director of Special Education
Lindsey Nixon, Assistant Director of Special Education
Chris Rice, Administrator
Kristin Shanks, Administrator
Rachel Webber, Instructional Coach
Kendra Hunt, Behavior Interventionist
Lisa Liggins, School Psychologist
Chelsea Mehegan, School Social Worker
Stacey Lomax, School Social Worker
Burgandy Henderson, Speech Pathologist
Jason Cravens, Special Education Teacher
Kourtney Manno, Special Education Teacher
Jenny Winland, Home Interventionist

Purpose of the Restraint, Timeout, and Isolated Timeout (RTO) Reduction Plan

Danville School District No. 118 recognizes that RTO is used only in the most extreme situations where imminent danger of harm is present. RTO is only used after less intrusive interventions have been tried and failed to eliminate the imminent danger. The RTO Reduction Plan supports a vision of cultural change that reinforces positive intervention and supports, which include:

- Positive Behavior Interventions and Supports (PBIS)
- Effective de-escalation techniques
- Crisis Intervention and Threat Assessment
- Debriefing meetings to assess the incident and why it occurred, considering if other actions could have prevented the use of RTO

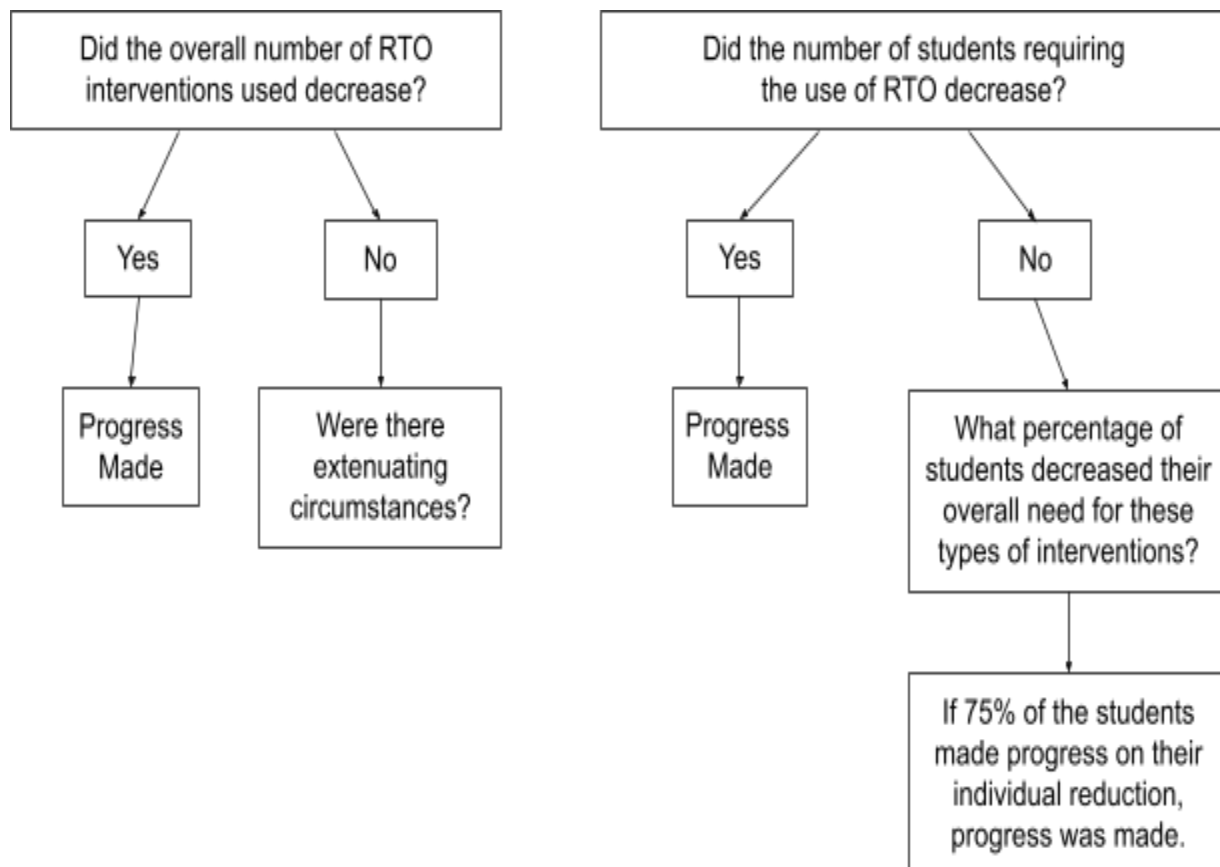
District Goals and Progress Determination

RTO Reduction Goal: Twenty-five 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.

Danville District No. 118 will determine progress towards the reduction and eventual elimination of the use of restraint, time out, and isolated time out by answering the following questions:

1. Did the overall number of incidents requiring the use of RTO decrease?
2. Did the overall number of students requiring the use of RTO decrease?

The RTO Oversight Team will meet quarterly to monitor progress of the goal. The RTO Oversight Team will reference the flowchart below to inform their conversations related to progress.



Actions and Interventions to Reduce the Use of Restraint, Time Out, and Isolated Time Out

Danville District No.118 has a plan that will be implemented to reach our RTO reduction goals.

1. Isolated Time Out designated areas have been removed from all district school buildings.
2. Danville District No. 118 will create a professional development plan that includes a focus on evidence-based practices for behavior modification. Professional development will include, but not limited to:
 - a. Positive Behavior Interventions and Supports (PBIS)
 - b. Verbal De-escalation
 - c. Autism Training
 - d. Clinical Perspective on aggressive behavior from child and adolescent psychiatrist, Dr. Angela H. Mahome, MD
 - e. Handle with Care Training for School Resource Officers (SRO)
 - f. Executive Functioning Training
3. Danville District No. 118 will develop and strengthen our multi-tiered system of support for social and emotional supports across all grade levels. The plan will include, but not limited to:
 - a. Tier I - Positive Behavior Interventions and Supports (PBIS), Social Emotional Learning Curriculum
 - b. Tier II - Check in/Check Out, social skills small group, behavior contracts
 - c. Tier III - Individualized counseling, individualized social worker services, referral for outside counseling
4. Danville District No. 118 RTO committee members will train staff in the Debriefing Committee Meeting process. Within 24 hours (one business day) of a RTO, the staff involved in the RTO will meet to debrief about the incident and reflect on positive interventions for possible future incidents. The staff will be trained in the proper analysis of individual behavior incidents to ensure correct interpretation of the incident, antecedents, and triggers. In addition, the staff will be trained in how to determine changes that could be made to the student's learning environment and/or staff's interactions with students.
5. Building teams should be created to respond in incident situations. These teams should have training in appropriate de-escalation and restraint techniques. The team should include, but not be limited to the building administration, school social worker, and school psychologist. These teams should meet following each incident of RTO and utilize the *Debriefing Meeting Procedures* and forms.

Proactive Student Planning Conference

Danville School District No. 118 recognizes the importance of proactive communication regarding students with adverse childhood experiences. Any student with a history suggesting potential use of RTO due to behavior that could result in imminent danger will have an annual Proactive Student Planning Conference to discuss available historical information including, but not limited to:

- A history of physical and/or sexual abuse
- Relevant medical mental health information
- Previous reaction to the use of RTO interventions

Meetings will occur within three days of student attendance or enrollment, or within three days of new knowledge of adverse childhood experiences. Only pertinent staff will be made aware of this information.

Notes from the meeting will be documented on the Proactive Student Planning Conference Notes page (Appendix 1).

Debriefing Meeting Procedures

Danville District No. 118 has a policy requiring a debriefing meeting following the use of physical restraint, time out, or isolated time out. The meeting is held within one business day of the intervention being used. The process for each meeting is as follows:

- Individuals involved in the restraint complete the RTO ISBE Form (11-01) and send the form to the parent/guardian, along with making a phone call. The form is sent to the Director of Special Education for submission in the ISBE Student information System (SIS).
- In the debriefing meeting the RTO Debriefing Form (Appendix 2) document should be completed to document the discussion of the meeting.

Plan Modifications and Dissemination

The oversight team will meet annually to analyze the quarterly data. The team will revisit, rework, and redefine the plan if data suggests a lack of progress towards defined goals.

The Restraint, Time Out, and Isolated Time Out Reduction Plan will be published on the district's website.

Proactive Student Planning Conference Notes

Student Name

Date

Attendees:

Summary of Relevant Information (Physical and/or sexual abuse, mental health information, previous adverse reaction to use of RTO, etc):

Documentation of previous reaction to the use of RTO (if applicable):

Steps to be taken as a result of relevant information/alternatives to RTO:

RTO Debriefing Form

Student Name

Date

Attendees:

Review the ISBE RTO Form (11-01) as a team.

Discussion Points:

- Summary
- Antecedents
- Successful Interventions
- Is a specific person's presence triggering the student?
- Has the classroom routine changed?

Notes:

Plan for future incidents:

Environmental changes:

Curricular/Instructional modifications and/or adaptations:

Adult practice changes:

Does the student's IEP or 504 need to be amended?