

Physical Restraint, Time Out, and Isolated Time Out

Reduction Plan

For

Indian Prairie School District 204

May 25, 2022

Overview of District 204

Indian Prairie School District 204 (“IPSD”) is the fourth largest school district in the state of Illinois, encompassing approximately 46 square miles throughout the areas of Naperville, Aurora and Bolingbrook. It services approximately 27,000 students. IPSD’s schools include a preschool, 21 elementary schools, 7 middle schools, 3 high schools, 1 therapeutic school and a Transition program for young adults with special needs. Given the reputation of IPSD as a high performing district, as well as the quality of programming for special needs students, the mobility rate for incoming students per year is quite high at all instructional levels and continues throughout the school year.

IPSD 204 has programming uniquely designed to address students whose needs require a self-contained model. The RISE (Reaching Independence through Structured Education) program is designed for students on the autism spectrum. The AIM (Achieving Independent Milestones) program is designed for students with cognitive challenges and the SEL (Social Emotional Learning) program is for students who have challenges related to emotional regulation. Within these programs, IPSD 204 has experienced the greatest need for interventions that have included physical restraint and time out. IPSD 204 has not used isolated time out as an intervention.

The IPSD team has collaboratively developed a plan to reduce, by 25%, 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. The data shows that twenty-one buildings have used restraint and time out during the 2021-22 school year. Of those twenty-one sites, ten buildings have had at least one student who has had five-plus instances in a 30-day period. Specifically, twelve students have had five-plus instances in a 30-day period resulting in 108 occasions of physical restraint or time out. A reduction by 25% would make the District 204 goal to be no more than 81 instances of physical restraint or time out.

The Plan is as follows:

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

IPSD 204 will shift its intervention structure from its current provider, CPI (Crisis Prevention Institute), to Safety-Care. Safety-Care is a different kind of crisis prevention and crisis management program. Instead of focusing on redirection, limit setting, and other power struggle tactics, Safety-Care takes a completely different approach – to teach or train an alternative way to achieve the same outcome. This is done by training staff in some of the best, evidence-based, reinforcement behavior change strategies available. The staff are learning not just how to prevent behavioral challenges, or manage them if necessary, but to change behavior. Staff will learn how to differentially reinforce other, more acceptable behaviors. Throughout Safety-Care training, staff are immersed in learning numerous behavior change strategies including Differential Reinforcement, Behavioral Momentum, Shaping, and others. By utilizing a more proactive approach to behavior, it is anticipated that physical restraint and time out experiences will be reduced.

Steps to Complete Action Item

1. Training of seven IPSD 204 BCBA's as Safety-Care trainers.
2. Train principals in Safety-Care techniques and methodology.
3. Train Assistant Superintendents in Safety-Care techniques and methodology.
4. Train special education teachers, related service providers, and teaching assistants in Safety-Care techniques and methodology.
5. Train general education teachers in Safety-Care techniques and methodology.

Timeline

1. Training by May 2022.
2. Training during summer of 2022.
3. Training during summer of 2022.
4. Training during summer of 2022 and throughout the 2022-23 school year.
5. Training throughout the 2022-23 school year.

Responsible Party

The Student Services Department will be responsible for coordinating the training opportunities and monitoring the staff that require training. For those who will be trained during the course of the school year, the established strategies as introduced through the previous training delivered through Crisis Prevention Institute will be utilized until the Safety-Care training is completed.

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 best practices and strategies obtained through the Safety-Care training, and in addition to the current use of strategies utilized through the Crisis Prevention Institute, buildings at all grade levels will be equipped with a designated space for students to access when dysregulated. Students will be encouraged by staff to utilize this space or may choose to advocate for themselves for the use of this space. At the elementary and middle school levels, a variety of gross and fine motor sensory items will be made available. At the high school level, items will be made available according to student need. Staff that monitor the student during this time will receive training by the IPSD 204 BCBAs in strategies that promote regulation of the student's physical and mental needs. Sensory items within these spaces will be obtained through consultation between the BCBAs, Occupational Therapists, and Physical Therapists.

For students that require a more individualized approach to obtaining a regulated state, the Behavior Intervention Plan (BIP) will be utilized to outline those specific strategies, tools, and materials that are effective. The BIP will also identify any strategies, tools, or materials that are counter-productive to achieving regulation.

Steps to Complete Action Item

1. Each building's assigned Special Education Administrator will meet with building leadership to confirm the location of a de-escalation space.
2. The OT and PT Department Coordinators will consult with the BCBA Department to review the gross and fine motor materials to be used within the designated spaces.

Attention will be given to those materials that may be counter-productive to student and staff safety.

3. Building leadership and members of the Student Services Department will monitor the development of Behavior Intervention Plans that require specificity involved in the selection of de-escalation strategies.

Timeline

1. During the summer of 2022 or within the first several weeks of the 2022-23 school year.
2. Within the first several weeks of the 2022-23 school year.
3. From August 2022 through the remainder of the 2022-23 school year.

Responsible Party

The Student Services Department will be responsible for connecting with building leadership and will monitor the completion of the collaboration between the OT, PT, and BCBA Departments. They will also monitor, with the assistance of building level Student Service Coordinators/Department Chairs, the completion of BIPs that contain the specificity required for addressing individual de-escalation techniques.

Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out.

Action Item

Through the training provided by Safety-Care and the existing methodology of Crisis Prevention Institute, staff will exercise the fidelity outlined by these training entities. In addition, the BCBA team will provide modeling of techniques and feedback to staff on their use of techniques both through scheduled training sessions and in “real time” within the classroom environment.

Steps to Complete Action Item

1. Administration and staff will receive training the Safety-Care techniques and methodology.
2. Scheduled training/professional development by BCBA's to building level teams.
3. Classroom environment modeling and feedback to building level teams from BCBA's.

Timeline

1. Summer 2022 and throughout the 2022-23 school year.
2. Throughout the 2022-23 school year.
3. Throughout the 2022-23 school year.

Responsible Party

The building level leadership and staff will be responsible for obtaining the required training in Safety-Care. The BCBA team will be responsible for meeting the ongoing need for professional development and for the "real time" coaching of the staff in order to build their capacity.

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

In accordance with 23 IAC 1.285(g-h), the parental notification form will be completed and sent to the parent. The parent also has the option of requesting a meeting to discuss the incident, including factors leading up to the incident, the actions taken by school personnel prior to the physical restraint or time out, details of the physical restraint or time out and any actions taken after the incident. Within two school days of an incident, District 204 will submit information into the Student Information System located in the ISBE IWAS data reporting system.

The team may also convene to debrief on the event, even if the parent does not ask for a meeting. The meeting may include a building administrator, and if relevant to the incident, a

District 204 Board Certified Behavior Analyst, in addition to the team members involved in the incident. The student's BIP may be reviewed to ensure that there was compliance with any outlined strategies or procedures as contained within the document. Additionally, the team may discuss preventative measures for future implementation. If additional strategies or interventions are determined to be needed, the parent will be contacted to discuss the details and an amended BIP may result.

Steps to Complete Action Item

1. Notification form sent to parents after an incident.
2. Information submitted into ISBE IWAS system.
3. Team meeting, with the parent having the option to attend, to debrief on the incident to discuss proactive and reactive actions.
4. Possible BIP revision.

Timeline

1. Within one business day of the incident.
2. No later than two school days after an incident.
3. No later than two days after the incident.
4. If a revised BIP is deemed appropriate, a draft to the parents within 3 days of the incident.

Responsible Party

The building administration, including Student Service Coordinators/Department Chairs, will be responsible for the supervision of the completion of the form, including the option of the parent for a follow up meeting. If a meeting is requested, the Student Service Coordinator/Department Chair will ensure that it is held within the applicable timeframe (two school days of the parent's request). Assigned special education administration will provide guidance regarding timelines, completion of forms, and participation in meetings, as appropriate.

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

At the end of each school year when students in District 204 are transitioning from pre-K to elementary, elementary to middle school, middle school to high school or high school to the STEPS transition program, an articulation meeting will be held. At this time, the existing staff have an opportunity to communicate sensitive information to the receiving staff.

At the beginning of each school year or upon the transfer of a special education student into District 204, the assigned case manager will review the student's record or participate in an IEP meeting. After such review or meeting, the case manager will communicate to the student's teachers the information in the student's history that may have an impact on behavior, social skills, or performance in the educational setting. The components of a student's IEP will also be shared. In the event that more sensitive information is contained within the student record (physical or sexual abuse, mental health information), the case manager will share that information as necessary.

In the case of students that are not identified as having a disability, but who have a history of sensitive information, the guidance counselor (middle and high school level) or Student Service Coordinator (elementary) will be responsible for reviewing the student record for any sensitive information that needs to be shared with teachers and other school staff.

Steps to Complete Action Item

1. Articulation meeting to share sensitive information in the student's record for those special education students moving to a new grade level.
2. Case manager to review the student record of incoming or transfer students who receive special education.
3. Guidance counselor or Student Service Coordinator reviews the student record of non-disabled students.

Timeline

1. April/May of each school year.
2. Ongoing throughout the school year.
3. Ongoing throughout the school year.

Responsible Party

The Student Service Coordinators and case managers at the elementary and middle school levels, coupled with the guidance departments at the high school levels, will be responsible for ensuring that the records are reviewed and relevant information shared.

Identify steps to develop individualized student plans as required by PA 102-0339. Plans should be separated and apart from a student IEP or 504 Plan.

Action Item

After an incident of physical restraint or time out (isolated time out is not used by District 204), a team consisting of a building administrator, classroom teacher, and mental health professional shall meet to develop a plan to outline future preventative strategies. In addition, a problem-solving team at the building level may choose to develop a plan. The plan details will be shared with the parents. A District 204 Board Certified Behavior Analyst may participate in the creation of plans in each of the aforementioned situations. The plan will not be contained within an existing IEP or Section 504 Plan but may be referenced as an additional document that assists staff in having all available information.

Steps to Complete Action Item

1. The building administrator will obtain information regarding the use of time or physical restraint on a student who is either IEP/504 eligible or a general education student.
2. A meeting will be scheduled by the building administrator for purposes of developing a plan.
3. The plan will be developed and shared with the parents.

4. The plan will be uploaded into Embrace IEP for those students who are IEP/504 eligible, but will be a separate document.
5. The plan will be contained in the student's temporary file if developed for a general education student.

Timeline

1. Within 2 days of the incident requiring time out or physical restraint.
2. Within 5 days of the incident requiring time out or physical restraint.
3. Within 5 days of the incident requiring time out or physical restraint.
4. Within 2 days of the development of the plan.
5. Throughout the school year.

Responsible Party

The building administrator will be responsible for the majority of the action items and compliance with the aforementioned timelines. Other parties, such as the mental health staff and classroom teacher, will be responsible for the development of the plan.

Describe how the information will be made available to parents for review.

Action Item

Individual student plans to decrease or eliminate the need for time out and/or physical restraint will be shared with the parent(s) so that they can be informed and collaborate with the school team.

Steps to Complete Action Item

1. The staff will develop the individual student plan aimed at decreasing or eliminating the need for time out and/or physical restraint.
2. The plan will be emailed, as an attachment, to the parent.
3. Any feedback given by the parent will be considered by the team and a follow up email or phone conversation with the parent will be facilitated.

Timeline

1. Within 5 days of the incident of physical restraint or time out.
2. Within 5 days of the incident of physical restraint or time out.
3. Parent feedback will be accepted throughout the school year and when received, staff will contact the parent for purposes of a follow up within 2 school days.

Responsible Party

The building administrator shall take the lead on plan development and parent communication.

Describe a modification process (as necessary) to satisfy aforementioned goals.

Action Item

The aforementioned goals will be completed by alternative staff in order to achieve compliance with the requirements of this Reduction Plan.

Steps to Complete Action Item

1. In the event that the building administrator is permanently or temporarily unable to complete his/her responsibilities under any part of this Reduction Plan, the Special Education Administrative Team (SEAT) member assigned to the building will take on the responsibilities.
2. In the event that a SEAT member is unable to assume responsibility, the Assistant Superintendent for Student Services will assist in completion of the responsibilities.

Timeline

1. Immediately upon notice.
2. Immediately upon notice.

Responsible Party

1. Special Education Administrative Team member
2. Assistant Superintendent for Student Services.

District team responsible for development of District 204 Reduction Plan

Dr. Christina Sepiol, Assistant Superintendent for Student Services

Dr. David Koopmann, School Psychologist Coordinator

Michael Treptow, LCSW, School Social Worker Coordinator

Sara Nowak, Principal of Welch Elementary School

Breah Jerger, Principal of Kendall Elementary School

Scott Loughrige, Principal of Scullen Middle School

Catherine Augustine, Teacher at Granger Middle School

Nicole Lynch, Board Certified Behavior Analyst

Madeline Sawyer, Teacher at Clow Elementary School

Laura Eggert, Teacher at SpringBrook Elementary School

Patti Tuttle, Teaching Assistant at STEPS

Alissa Krusoe, Teaching Assistant at Gregory Middle School

Michelle Gallo, Director of Student Services – Elementary School

Dr. Kim Miller, Director of Student Services – Middle School

Elizabeth Jansen, Director of Student Services – High School

Amy Galvan, Asst. Director – Elementary

Molly Victor, Asst. Director - Elementary

Jasmine Sloan, Asst. Director – Elementary

Jaime Culp, Asst. Director - Elementary

Respectfully submitted,

Dr. Christina Sepiol

