

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

(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 rtoreductionplan@isbe.net by July 1, 2023.)

Date: 5-30-2023

District: Hillsboro Community Unit School District #3

Progress Report:

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2022-23;

Team reviewed RTO;

Physical Restraint- 2 (Within Hillsboro School District)

Time out-0

Isolated time out-0

How has your district's school year 2022-23 RTO Reduction Plan supported improvements?

RTO Reduction Plan supported district with training to focus on restorative practices and deescalation strategies. Increased SEL curriculum and team meetings to problem solve student behavior.

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.

None

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

<i>Oversight Committee Member</i>	<i>Position/Title</i>
Zach Frailey	Principal, Beckemeyer Elementary School
Lyn Becker	Assistant Director, Mid-State Special Ed/BCBA
Kathy Baker	Special Education Teacher, High School
Bobbi Reynolds	School Nurse, Jr and Sr High School
Mindi Armbruster	Assistant, ECE
Nancy Reynolds	Assistant, Beckemeyer
Rick Cina	School Social Worker (ECE-12)
Laura Lessman	1st grade teacher, Beckemeyer
Brandy Buske	Program Coordinator (ECE-12)

List dates of oversight team meetings: 4/18/2023

Goal Development: The plan's objective shall be centered around at least three reduction goals. The two required goals for every district are:

Goal 1: Reduce the number of RTO incidents by 10%.

Goal 2: Reduce the number of students experiencing RTO by 10%.

The plan shall include at least one goal selected by the district from the list of optional goals based upon district data. Select at least one of the following:

- Reduce the number of K-2 students experiencing RTO by 25%.
- Reduce the number of students of color experiencing RTO by 25%.
- Reduce the number of students experiencing five-plus instances of RTO in a 30-day period by 25%.
- Reduce the number of male students experiencing RTO by 25%.
- Reduce the number of incidents of RTO for students with autism by 25%.
- Reduce the number of students with an emotional disability experiencing RTO by 25%.
- Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%.**

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: 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>	<ul style="list-style-type: none"> -Each building in the district utilizes positive behavioral systems and responses. -positive classroom and building behavioral expectations -Student interventionist (Beckemeyer), Counselor (Jr. High), Counselor (Sr. High), School Social Worker (ECE-12) and (6-12), School Psychologist (ECE-12). -Social skill intervention small groups (k-8), individual 9-12 -Bi-monthly K-1 social groups -SEL curriculum ECE-12 -Wrap around plans with outside agencies to encourage consistency in behavioral support/responses between home, school, and outside agencies. -Sources for Strength Program at Jr. and Sr. High -BASC-3/ BESS (3-12) -SEL/Character Education with incentive plans (Compassion in Action) -Star Student -RIDE at Jr. High -District SRO officer FY 24 -Zones of Regulation FY 24 	<p>Continue to review need's of students and ensure current interventions and supports are meeting the needs of the students.</p>	<p>Annually</p>	<p>Admin RTO Committee</p>
<p>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</p>	<ul style="list-style-type: none"> -Staff training in CPI de-escalation -Crisis teams trained in full CPI program -Staff trained in trauma informed care and restorative practices 	<p>Schedule trainings to being in the fall each year</p>	<p>Annually and as needed</p>	<p>Admin CPI Trainers</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>CPI is utilized as an intervention technique when necessary (focus is to have a hands off approach). 8 hours of training is provided annually to crisis teams in each building (CPI, Trauma Informed Care, and Restorative Practices). -Jr and Sr High participates in Sources of Strength trainings -Threat Assessment Teams -SRO Officer FY 24</p>	<p>-Crisis teams in each building will maintain required trainings -Train new staff members in de-escalation</p>	<p>Annually and as needed</p>	<p>CPI Trainers</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>-Students use restorative conversations -Students and Staff use the COPING strategy. -Team meetings to determine if additional supports, links to outside agencies are needed. -Students and staff using restorative questions cue cards</p>	<p>Continue to review need's of students and ensure current interventions and supports are meeting the needs of the students.</p>	<p>Annually</p>	<p>Social Worker School Psychologist Counselors Student interventionist Admin Staff</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>-ECE-5, Handle with Care information sheets are provided to staff at the elementary level. -Team meetings are held at the Jr/Sr high level -BASC-3/ BESS Student self report results are used to identify struggling students and the results are shared with those working with the students -Communication between buildings; student transition information -k-5, data meetings -ECE, Team meetings</p>	<p>-Ensure transportation staff are aware of students who require positive behavioral responses; trauma information care/ restorative practices, information to ensure students safety. -Confidentiality Training -Data reviewed each trimester</p>	<p>on-going</p>	<p>Admin School Nurse School Social Worker School Counselors</p>
<p>F) Identify steps to develop individualized student plans as required by PA102-0339. Plans should be separate and apart from a student IEP or 504 Plan.</p>	<p>A positive behavioral support plan template has been provided to grade level and department teams. Meetings will be scheduled to complete the positive behavioral support plan template as a team.</p>	<p>Review forms yearly to ensure the behavioral support plan meets the needs of the students and implementing staff.</p>	<p>Annually</p>	<p>Admin</p>

G) Describe how the information will be made available to parents for review.	Website	Required information (RTO Plan, RTO Rules, and ISBE Complaint form) will be posted on the district webpage.	Annually	Technology Dept.
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	Yearly Oversight Committee meeting	The need to meet more than annually will be reviewed each quarter based upon student RTO data.	Annually	Brandy Buske

Submit to: rtoreductionplan@isbe.net by July 1, 2023