

**Momence Community Unit School District #1  
Physical Restraint, Time Out, Isolated Time Out Reduction Plan**

**RTO Reduction Goal:** The plan’s objective shall be a 25 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.

\* Goal is in place for students physically in attendance on-site at Momence CUSD #1.

Data Point: Momence CUSD #1 has had no occurrence of the use of isolated time-out, time-out or physical restraint in the past five-years.

**The plan below will be reviewed and revised by the district RTO oversight team.**

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<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>	<ul style="list-style-type: none"> <li>In District schools, positive behavioral interventions that have been adopted include, but are not limited to PBIS, SEL curriculum, etc. which support non-coercive environments.</li> <li>Provide proactive, preventative, and tailored positive behavioral interventions for students identified through behavioral screeners, referrals, or school problem-solving teams.</li> <li>Implementation of positive behavioral interventions through Tier 1, 2 and 3 programming.</li> </ul>	<ul style="list-style-type: none"> <li>District administration and specialists (behavioral specialists, psychologists, social workers, etc.) will collaborate with school teams (including teachers, paraprofessionals support staff, and building administration) for ongoing support in utilizing positive behavioral interventions. This may include review of school behavioral data, behavioral support expectations, recognition systems, and internal committee monitoring.</li> </ul>	<p>Currently implemented</p>	<p>Oversight Team, Administration, Specialists, MTSS interventionists and Teachers, Support Staff Paraprofessionals</p>

		<ul style="list-style-type: none"><li>• Provide professional development to reduce/eliminate restraint, time out, and isolated time out.</li></ul> <p>Examples:</p> <ul style="list-style-type: none"><li>- Training opportunities for select staff that focuses on behavioral and emotional regulation training, which may include alternatives to hands-on approaches.</li><li>- Increased time allocated for training for staff that serve students with significant behaviors and mental health challenges to allow for more proactive interventions and services.</li></ul> <ul style="list-style-type: none"><li>• Ongoing data review of RTO interventions to inform staff support, training, and development needs based on information obtained about trends in use of RTO.</li></ul>		
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B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated tie out	<ul style="list-style-type: none"> <li>• Provide professional development and training on de-escalation techniques, behavior management strategies, trauma sensitive practices, implicit bias, special education and Section 504 implementation best practices, restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>• Develop/Implement consistent training methods/materials and schedule for trainings.</li> <li>• Ongoing professional development/training, support, and collaboration will occur as well as planning for onboarding for new hires.</li> </ul>	Currently implemented, Quarterly review	Oversight Team, Safety Care Trainers (in-district), administration
Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out	<ul style="list-style-type: none"> <li>• Provide professional development and training on crisis techniques.</li> <li>• Utilize a crisis intervention protocol.</li> <li>• Identify crisis intervention responders and roles for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop/Implement consistent training methods/materials and schedule for trainings.</li> <li>• Ongoing professional development/training, support, and collaboration will occur as well as planning for onboarding for new hires.</li> </ul>	Currently implemented, Quarterly review	Oversight Team, Safety Care Trainers (in-district), administration

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<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>	<ul style="list-style-type: none"> <li>• Conduct debriefing meetings to assess what occurred, why it occurred, and to think through ways to prevent use of the intervention the next time.</li> <li>• Proactive regular team meetings to plan for students as well as utilization of the Individual Student Plan for any student that meets the criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff are aware of and utilize debriefing procedures.</li> <li>• Document debriefing efforts.</li> <li>• Ensure debriefing consistent with the requirements for reviewing and analyzing time out and restraint during extended instances or repeated instances of their use.</li> </ul>	<p>Per incident, Quarterly review</p>	<p>Administration, Specialists, MTSS interventionists and Teachers, Paraprofessionals, Safety Care trainer(s) (in-district).</p>
Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<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>	<ul style="list-style-type: none"> <li>• Develop/implement procedures for ensuring 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Share relevant information with appropriate school personnel at the beginning of the school year to the extent that it impacts behavior management, de-escalation, crisis management, etc.</li> <li>• When creating any individual student plans, teams will ensure that appropriate school personnel are fully informed of the student's history,</li> </ul>	<p>Per incident, review weekly and/or monthly</p>	<p>Administration, Specialists, MTSS interventionists and Teachers, Paraprofessionals, Support Staff, Safety Care trainer(s) (in-district).</p>

		<p>including any history of physical or sexual abuse, and other relevant medical and mental health information.</p> <ul style="list-style-type: none"><li>• When utilizing proactive regular team problem-solving meetings, special education meetings, or other meetings to plan for students, include relevant information about the student's history, including any history of physical or sexual abuse, and other relevant medical mental health information with appropriate school staff regarding the use of restraint and time out.</li><li>• When debriefing the use of restraint or time out, include relevant information about the student's history, including any history of physical or sexual abuse, and other relevant medical mental health information with appropriate school staff.</li></ul>		
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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>	<ul style="list-style-type: none"> <li>Develop, implement and determine procedures for reviewing individual student plans.</li> </ul>	<ul style="list-style-type: none"> <li>Set Criteria for developing an individualized plan</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>For students that have experienced 5 or more instances of restraint, time out, or isolated time out (RTO) in a 30-day period</li> <li>If recent use of RTO is present in the data review (1-2 years)</li> <li>For any students that have experienced repeated instances in a month, a semester, a 1-year period</li> </ul> <ul style="list-style-type: none"> <li>Identify relevant and appropriate individuals for creating the plans</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>Behavioralists, special education teachers, social workers, psychologists, school administrators, parent input</li> <li>Review and analyze individual student data related to RTO and current BIP.</li> <li>Document specific steps the team will take to reduce their use of these restrictive interventions.</li> </ul>	<p>Per incident, review weekly and/or monthly</p>	<p>Administration, Specialists, MTSS interventionists and Teachers, Paraprofessionals, Support Staff, Safety Care trainer(s) (in-district).</p>

		<ul style="list-style-type: none"> <li>• 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 and mental health information.</li> <li>• Consider committee review process by individuals not working with the student.</li> <li>• Ongoing support, training, and collaboration will occur with the serving team as they work to implement the plan and review its effectiveness.</li> </ul>		
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G) Describe how the information will be made available to parents for review.	<ul style="list-style-type: none"> <li>• Identify the method of communication for how the District will notify parents and guardians that the plans and reports are available for review: <ul style="list-style-type: none"> <li>- Newsletter</li> <li>- Handbook</li> <li>- Notice at time of enrollment/registration</li> <li>- Web posting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Through the identified method of communication, the District will notify parents and guardians that the plans and reports are available for review.</li> <li>• The District's Restraint and Time Out (RTO) Plan is available for review by request at your student's school</li> </ul>	August 2022 – Annually updated	Administration

		<p>office.</p> <ul style="list-style-type: none"> <li>The District's Restraint and Time Out Plan (RTO) is accessible on the District's website.</li> </ul>		
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H) Describe a modification process (as necessary) to satisfy aforementioned goals.	<ul style="list-style-type: none"> <li>District Administration and relevant specialists will review data annually to ensure the district is making progress towards goals and procedures are in line with all laws, recommendations, and directives.</li> </ul>	<ul style="list-style-type: none"> <li>Establish oversight committee goals/timelines.</li> <li>Engage in student data review related to RTO interventions to better understand use, trends, and student and staff development needs.</li> <li>Review documentation for compliance auditing.</li> </ul>	Implementation 2022-23 school year - Quarterly	Oversight Team, Safety Care Trainers (in-district), administration