

Arlington Heights School District 25

Physical Restraint, Time Out, Isolated Time Out Reduction Plan

Progress Report

Please review and report your district's RTO data related to school year 2022-23:

AHSD25 total student population for the 2022-23 school year exceeds 5300 and 9 students required 63 incidents of physical restraint, no incidents of time-out. We have not had a systemic complaint finding for a complaint regarding a physical restraint, time out, or isolated time out in the previous or current school years.

Data analysis of the nine students shows that all are enrolled in a public or private therapeutic day school and required physical restraint to ensure their safety or the safety of others. Eight of those students experienced between one to four incidents throughout the school year. This demonstrates that our educational teams responded appropriately by reviewing their Functional Behavior Assessment, Behavior Intervention Plans, Safety Plans and Individualized Education Plans to revise the plans and ensure adequate support and interventions for the student.

Data analysis of the remaining one student that experienced physical restraints revealed that he experienced between forty-two incidents throughout the entire school year. He attended a public therapeutic day school and experienced a mental health crisis resulting in hospitalization. Upon release, the educational teams and parents met to review their Functional Behavior Assessment, Behavior Intervention Plans, Safety Plans and Individualized Education Plans. Based on those meetings and data analysis, it was determined that he required a more restrictive educational environment of a private therapeutic day school. As ISBE is aware, those settings take time to secure and the educational team did their best to support the student. The resulting change has been successful for both students with decrease in physical aggression and self harm which led to the need for physical restraint in the previous setting.

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

Our AHSD25 RTO goal was 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. Our RTO reduction plan supported the improvements as we exceeded our goal as previous data revealed six students required physical restraint more than five incidents during the 2021-22 school year and only one student required physical restraint more than five incidents during the 2022-23 school year. Based on the data, it appears that the most successful strategies of the plan included convening a student IEP team meeting immediately to review student data to develop a safety plan, modify the Behavior Intervention Plan or initiate a Functional Behavior Analysis. The educational teams quickly intervened to ensure a positive outcome.

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

Overall our RTO reduction plan was successful. We did notice a greater need and more positive outcome when Trauma Informed practices were provided for all staff and Tier 1 SEL supports were implemented in all buildings.

Reduction Plan

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

Asst Superintendent of Student Services: Diane Kaffka
Student Services Coordinators: Dina Albrecht, Laura Alazhari, Lauren Hammer
Asst Principals: Melanie Soprano, Allison Yoder
Early Childhood Coordinator: Anetta Peebles
Board Certified Behavior Analysts: Cicely Lopez, Brian Morgan
Teachers (pending 2023-24 class assignments): Amy Hellgeth, Meghan Moser, Monique Weber
Teaching Assistants: pending assignments

List dates of oversight team meetings:

Tentative dates include 10/18/2023, 01/17/2024, 03/13/2024, 06/05/2024

Goal Development: Arlington Heights School District 25 received approval for the Alternative RTO Reduction plan for the 2023-2024 school year with the goal to reduce the number of physical restraint incidents per individual student in a 30 day period by 20%.

Plan Summary: The following action items comprise a comprehensive system for cultural change as it relates to adults' responses to student behavior. Positive behavioral interventions, de-escalation techniques, and best practices are encompassed in each of the action steps, and embedded data collection will help with anticipating behavior as well as debriefing following behavioral incidents. The District will establish structures and create a set of procedures to ensure that compliance pieces of the statute are met, and the cultural change will be addressed through our professional learning opportunities and ongoing support.

Required Components	Action Item and Steps to Complete	Timeline	Responsible Party
<p>Provide details of a plan to support a vision for cultural change that reinforces the following:</p> <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> <p>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out</p> <p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and time out;</p>	<p>Building administrators identify team of staff that require NVCI initial or refresher training</p> <p>Provide NVCI training to identified building teams</p> <p>Implement Tier 1 SEL curriculum - RULER</p> <p>Provide Professional Development:</p> <ul style="list-style-type: none"> ● Understanding Student Behavior ● Nonviolent Crisis Intervention <ul style="list-style-type: none"> ○ Staff engages student with empathetic non judgemental approach ○ Staff will provide clear direction or instruction using structured choices and limits in a calm voice ● Trauma Informed Practices <p>Additional Strategies Implemented:</p> <ul style="list-style-type: none"> ● Assess the student's basic needs -Identify triggers ● Know when to switch out staff when they are emotionally charged ● Offer safe place ● Offer calming items and noise reduction ● Model / Implement breathing techniques ● Well established, structure, routines and procedures ● High expectations and consistent response to student behavior ● Collaborative learning ● Verbal de-escalation techniques ● Low stimulation/decreased stimulation environments ● Sensory modulation interventions ● Tier 1 SEL implementation ● Check in Check Out ● Support from BCBA 	<p>August 2023</p> <p>Ongoing 2023-24</p> <p>Ongoing 2023-24</p> <p>Ongoing 2023-24</p> <p>Continual based on student need 2023-24</p>	<p>Department of Student Services Coordinates with:</p> <ul style="list-style-type: none"> ● NVCI Trainers ● NSSEO (Special Education Cooperative) ● SEL Facilitators ● Building Administrators ● Building Level Student Services Team ● Teachers <p>Funded through the Department of Student Services</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>Building administrators will schedule debriefing meetings with those involved to discuss what went well and what could be improved</p> <p>Discuss the continuum of care for the supports available</p> <p>Create an agenda to implement for debriefing meetings to ensure consistency across buildings</p>	<p>After an incidence of de-escalation or restraint</p>	<p>Building Administration</p> <p>Crisis Team</p> <p>Grade Level Team (if necessary)</p> <p>Department of Student Services</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>Grade Level articulation meetings with, Administrators, Teachers and Mental Health Staff share meaningful information from one year to the next</p> <p>Confidentiality requirements are met and important information is shared on a need to know basis</p>	<p>Spring 2024</p> <p>Ongoing 2023-24</p>	<p>Building Administrators</p> <p>Department of Student Services</p>
<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>	<p>Development of Individualized Teaching & Safety Plans</p> <p>Provide training and behavior support from BCBAs</p> <p>Develop Behavior Intervention Plans as part of the problem-solving process</p>	<p>Ongoing 2023-24</p> <p>Ongoing 2023-24</p> <p>Ongoing 2023-24</p>	<p>Department of Student Services</p> <p>Building Administrators</p> <p>IEP teams</p> <p>Mental Health Staff</p>
<p>G) Describe how the information will be made available to parents for review.</p>	<p>As required per 105 ILCS 5/10-20-33, following each incident of restraint, time out, and isolated time out (RTO), we will provide the following items to parents and guardians: a written summary of the incident; a copy of the RTO standards; information about the rights of parents, guardians, and students; and information on the right to file a complaint.</p> <p>Parent notification within 24 hours</p> <ul style="list-style-type: none"> ● ISBE Physical Restraint and Time Out Form ● Out of Routine Forms <p>Meeting with parents as needed</p> <p>General information regarding D25 RTO plan and progress will be made available on our website for parent review.</p>	<p>Within 24 hours of an incident via email and phone</p> <p>Updated with annual goal and progress</p>	<p>Building Administrator</p> <p>Case Manager</p> <p>Social Worker</p> <p>School Psychologist</p> <p>Department of Student Services administrator</p>

<p>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</p>	<p>Data will be shared and reviewed quarterly with the RTO Committee and Department of Student Services. Asst Superintendent of Student Services reviews each RTO incident and will convene a RTO meeting sooner if required. Recommendations will be made about the cessation or continuation of action steps and determine whether additional steps are needed. At the end of each school year, the committee will share a summary with the Superintendent.</p>	<p>Quarterly Annually</p>	<p>Department of Student Services RTO committee</p>
---	---	------------------------------------	--

June 2023

Alternative RTO Reduction Goal Application

Arlington Heights School District 25 is applying for Alternative RTO Reduction plan for the 2023-2024 school year with the goal to reduce the number of physical restraint incidents per individual student in a 30 day period by 20%.

Arlington Heights School District 25 meets the criteria for this application. During the previous school year, only 10 students out of our total student population that exceeds 5300 required physical restraint, no incidents of time-out. We have not had a systemic complaint finding for a complaint regarding a physical restraint, time out, or isolated time out in the previous or current school years.

Data analysis of the ten students that required physical restraint to ensure their safety or the safety of others revealed that six of those students experienced between one to six incidents throughout the school year. This demonstrates that our educational teams responded appropriately by reviewing their Functional Behavior Assessment, Behavior Intervention Plans, Safety Plans and Individualized Education Plans to revise the plans and ensure adequate support and interventions for the student.

Data analysis of the remaining four students that experienced physical restraints revealed that they experienced between fifteen and fifty-six incidents throughout the entire school year. All these students attended a public therapeutic day school. The educational teams and parents met to review their Functional Behavior Assessment, Behavior Intervention Plans, Safety Plans and Individualized Education Plans. Based on those meetings and data analysis, it was determined that two students required a more restrictive educational environment of a residential setting or private therapeutic day school. As ISBE is aware, those settings take time to secure and the educational team did their best to support the student and family while enrolled in a public therapeutic day school. The resulting change in placement has been successful for both students with decrease in physical aggression and self harm which led to the need for physical restraint in the previous setting.

Arlington Heights School District 25 has a close partnership with Northwest Suburban Special Education Organization (NSSEO) which operates our public therapeutic day schools. Our educational teams are provided training and ongoing support with Trauma Informed Practices, De-escalation Strategies, and Non-Violent Crisis Prevention Intervention. Our Student Service Coordinators ensure all student support teams employ these strategies and techniques with fidelity and use physical restraint as a last resort when a student is demonstrating behaviors putting themselves or others at risk for harm. We employ a School Psychologist and Social Worker at every school building and three district level Board Certified Behavior Analysts to guide teams with appropriate training, plans, interventions, revisions and data collection. These training supports and interventions have been successful as demonstrated by the fact that 99.998% of our total student population do not experience incidents that require physical intervention.

I believe the alternative RTO goal of reducing the number of physical restraint incidents per individual student in a 30 day period by 20% would be more constructive for Arlington Heights School District 25. This would provide our RTO team with a focus on these specific students that require a more individualized approach and support. We would continue our excellence in providing all school building teams the training and support that has resulted in success for 99.998% of the student population and allow us to complete a deeper analysis on these specific students to provide more in-depth or alternate training to those teams. The

2023-24 standard RTO goals of reducing the number of incidents by 10% and reducing the number of students experiencing RTO by 10% could easily be measured but it would not provide us the data needed to determine if our targeted training and support for the .002% of students that need physical restraint has been successfully implemented.

On Mon, May 8, 2023 at 12:56 PM BARTNICK AMBER <ABARTNIC@isbe.net> wrote:
Good Afternoon,

The ISBE Student Care Department has reviewed your district's RTO Reduction Plan.

Your alternative RTO reduction goal application has been approved per the requirements set forth in [105 ILCS 5/2-3.130](#). You will be required to submit your RTO Reduction Plans by July 1, 2023.

Thank you for your attention to this matter. Should you have questions regarding this correspondence, or the restraint/timeout complaint process generally, please contact Student Care at restrainttimeout@isbe.net

*Amber Bartnick
Principal Consultant
Student Care
Illinois State Board of Education
100 North First Street, S-202
Springfield, IL 62777
(217) 785-5585
abartnic@isbe.net*