



BREMEN HIGH SCHOOL DISTRICT 228

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PHYSICAL RESTRAINT, TIME OUT, ISOLATED TIME OUT REDUCTION PLAN

I. **ISBE's 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.

II. **District 228 Baseline Data:**

(as reported in the Student Information System)

(# of incidents)	2021-2022	2020-2021	2019-2020	2018-2019
Physical Restraint	0	0	0	0
Time Out	0	0	0	0
Isolated Time Out	0	0	0	0

III. **Plan Required Components:**

A. *Explain how the entity plans to adopt and utilize positive behaviorally interventions and support rather than physical restraint, time out, and isolated time out:*

Bremen High School District 228 believes in the implementation of positive behavioral interventions and supports and implements them through our building Multi-Tiered Systems of Support. For FY23, District 228 has hired an additional social worker, school psychologist, or counselor at every campus to meet the growing social-emotional and behavioral needs of our student population. MTSS teams in each building meet at least bi-weekly to review ongoing data for disciplinary referrals, grades, attendance, and teacher concerns. Identified students have the opportunity to receive support from the Pupil Personnel Students team to proactively build relationships, communication, and coping skills. In addition, District 228 utilized community partnerships, like Sertoma Center, to bring outside counselors and social workers into the building to run social-emotional and mental health groups.

District 228 does not have a formal PBIS system in place, however, building deans and staff teach expected student behaviors, as identified in student handbooks. Buildings stress the importance of building strong relationships with students and establishing clear expectations as a Tier 1 level support. Students with a Behavior Intervention Plan (BIP) are contacted by a member of their IEP, 504, or problem solving team to review individual student needs, triggers, and best practices. District 228 utilized the program 5 Star Students to recognize and reward positive behaviors and school involvement.

- **Action Item:**
 - Research the formal PBIS Evidence Based Model <https://www.pbis.org/> for possible implementation
- **Steps to Complete Action Item:**
 - Identify a team to research and evaluate the implementation of PBIS at the high school level
 - Reach out to local school districts implementing PBIS on a building level
 - Attend formal training on PBIS
- **Timeline:**
 - 2022-2023 School year
- **Responsible Party:**
 - RTO Reduction Team
 - Social Workers
 - Assistant Principals of Student Services
 - Psychologists
 - Counselors

B. Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out.

The RTO Reduction Plan Team reviewed past district initiatives and trainings (on Trauma-Informed Practices, Culturally Responsive Teaching, implicit bias, restorative justice, and crisis de-escalation) and identified the following “best practices” and interventions to de-escalate students and avoid more restrictive methods:

- Develop strong positive relationship and rapport with all students;
- Educators greeting students at the door;
- Five positive acknowledgements to every one correction (known as 5 to 1 ratios);
- Well-organized classroom with engaging instruction;
- Periodic re-teaching of the 3-5 core behavior expectations (e.g., Safe, Respectful, and Responsible);
- Positive reinforcement system in the classroom;
- Provide breaks and sensory opportunities;
- Proximity control (be conscious of personal space);
- Utilization of Mindfulness techniques;
- Implementation of Restorative Peace Circles;
- Listening with empathy & grace;
- Explicit instruction on how to “ask for help” or “ask for a break;”
- Follow FBA/BIPS;
- Be respectful of the verbal and non-verbal cues students are giving;
- Redirect behavior, whenever possible;
- Provide controlled choices;
- CICO – Check-in/Check Out;
- Frequent breaks; and
- Teaching self-regulation skills.

- **Action Item:**
 - Continue to identify and promote Tier 1 level best practices to classroom teachers and school staff

- **Steps to Complete Action Item:**
 - Set PLC goal for PPS teams to identify Tier 1, Tier 2, and Tier 3 level interventions for de-escalation and positive behavioral supports
 - Review goals quarterly with representatives from all 4 buildings
 - Share with teachers and staff at faculty meetings and institute days
- **Timeline:**
 - 2022-2023 School year
- **Responsible Party:**
 - RTO Reduction Oversight Team
 - Social Workers
 - Assistant Principals of Student Services
 - Psychologists
 - Counselors

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

In Fall 2021, District 228 had eight staff members (3 administrators, 2 social workers, 1 psychologist and 2 teachers) trained as trainers of the Non-Violent Crisis Intervention Model. A key component of this training is the “Verbal De-escalation Continuum” and learning how to identify and address each behavior of the continuum with empathy and therapeutic rapport in order to safely de-escalate a situation and keep staff and students safe.

In Summer 2022, District 228 began providing this crisis intervention and de-escalation training to our administrators, teachers, paraprofessionals, security staff, cafeteria staff, and secretarial staff. As of June 2022, approximately 70 out of our over 400 staff members have been trained.

- **Action Item:**
 - Provide crisis intervention/de-escalation training to all District 228 staff members and contractors who work with our students
- **Steps to Complete Action Item:**
 - Schedule additional trainings for staff who have not yet completed the crisis intervention/de-escalation training throughout the 2022-2023 school year.
 - Develop a monthly schedule (at faculty meetings) to revisit, review and practice the crisis intervention strategies and methods through role play
 - Infuse crisis intervention and de-escalation language into every day practice.
- **Timeline:**
 - 2022-2023 School year
- **Responsible Party:**
 - RTO Reduction Oversight Team
 - CPI Trainers

D. *Describe the entity’s plan to utilize debriefing meetings to reassess what occurred and why it occurred and to this through ways to prevent the use of the intervention the next time.*

Bremen High School District 228 believes that RTO should be used as a last resort in order to ensure the safety of students and staff. To do this, we plan to teach and promote de-escalation techniques to our staff, create an environment that students feel valued, supported, and respected in, and implement Tier 1 social-emotional, mental health and behavioral supports. However, we must be

prepared to utilize restrictive measures if necessary and conduct a thorough analysis of the timeline, actions and situation should physical restraint, time out, or isolated time out be necessary. Debriefing provides an opportunity to learn:

1. What factors may have contributed to this crisis?
2. What was done well?
3. What could have been done better?
4. What changes should be considered to help prevent future crisis events or to improve a future response?

→ **Action Item:**

- Create protocols & processes for debriefing RTO interventions

→ **Steps to Complete Action Item:**

- Create flowchart of when a debriefing meeting is necessary
- Create a list of required participants at a debrief
- Create questions for the team to answer during the debrief, including:
 - What factors may have contributed to this crisis?
 - What was done well?
 - What could have been done better?
 - What changes should be considered to help prevent future crisis events or to improve a future response?
 - What additional training is needed for staff?
- Create process to submit each debrief document to the Oversight Team for review.

→ **Timeline:**

- 2022-2023 School year

→ **Responsible Party:**

- RTO Reduction Oversight Team
- CPI Trainers

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.

The District intends to remain compliant with The Illinois School Students Records Act, the Illinois Mental Health and Developmental Disabilities Confidentiality Act, and the Family Educational Rights and Privacy Act while ensuring that key staff know and understand pertinent medical and mental health information. To do this, we will review student physicals, IEP and 504 documentations, speak with parents and guardians, and utilize our social workers, psychologists, counselors, nurses and administrative staff to disclose crucial information to teachers and staff, when necessary.

→ **Action Item:**

- Determine the information that needs to be disclosed and to whom.

→ **Steps to Complete Action Item:**

- Review student records and identify key information.
- Identify hierarchy of staff that needs to be made aware of student needs
- Consult district attorney on method, procedure, and information to be disclosed

→ **Timeline:**

- 2022-2023 School year

- **Responsible Party:**
 - District Director of Special Education
 - Assistant Principals of Student Services
 - Social Workers
 - Psychologists
 - Nurses

F. Identify steps to develop individualized student plans as required by P.A. 102-0339. Plans should be separate and apart from a student IEP or 504 Plan:

Individual student plans, as required by P.A. 102-0339, will require a clear understanding of the student’s behaviors, triggers, motivations, and abilities. The district will utilize a process to determine whether the behavior leading up to the need to utilize a restraint, time out, or isolated time out was a skill deficit or a performance deficit. The District and staff will seek parental agreement to conduct a Functional Behavior Assessment (FBA) and then design a Behavior Intervention Plan (BIP) to teach the skill or how to perform the skill or Student Safety Plan (SSP) to ensure we are approaching the student with the right level of care.

For IEP and 504 identified students, their current FBA/BIP will be reviewed and consulted to look for similar patterns of behavior and successful interventions.

- **Action Item:**
 - Identify situations that would require an individual student plan, as required by P.A. 102-0339.
- **Steps to Complete Action Item:**
 - Ensure staff is trained on best practices for FBA/BIPs
 - Review templates for student safety plans
 - Develop process for sharing plans with staff once created, including training on triggers and “look-fors”
- **Timeline:**
 - 2022-2023 School year
- **Responsible Party:**
 - RTO Reduction Oversight Team
 - Social Workers
 - Psychologists
 - Deans

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

The Bremen High School District 228 RTO Reduction Plan will be posted to our district website www.bhsd228.cm and available for parent and community viewing.

- **Action Item:**
 - Post the plan to the website.
- **Steps to Complete Action Item:**
 - By July 1, 2022, post the plan to the website where it will be accessible to parents, staff, community and others.
- **Timeline:**
 - 2022-2023 School year

- **Responsible Party:**
 - D228 Webmaster

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

This plan will be reviewed and modified upon the following circumstances:

- a. Direction from ISBE to update or change the goals.
- b. A recorded incident within the district of restraint, time out, or isolated time out. The Oversight Team will meet within 10 days of an incident to review, process, and make changes.
- c. Quarterly meetings of the Oversight Team will be scheduled to review progress on the plan and additional necessary action steps.

- **Action Item:**
 - Design and implement protocol for notification to Oversight Team on use of RTO methods.
 - Schedule quarterly data review meetings with Oversight Team.

- **Steps to Complete Action Item:**
 - Design and implement protocol for notification to Oversight Team on use of RTO methods.
 - Schedule quarterly data review meetings with Oversight Team.

- **Timeline:**
 - 2022-2023 School year

- **Responsible Party:**
 - RTO Reduction Oversight Team
 - CPI Trainers

BOE Approved 6/21/2022