



Restraint and Time Out Reduction Plan

The plan shall be submitted to rtoreductionplan@isbe.net by July 1, 2023.

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

- Elizabeth deGruy, Executive Director of Educational Services
- Stephanie Bressani, Speech/Language Pathologist
- Jennifer Chiappetta, Special Education Coordinator
- Pam Kaminski, Assistant Principal
- Julia Kedzior, School Psychologist
- Lauren Moses, Educational Support Personnel (Teacher's Assistant)
- Rebecca Nierman, Special Education Teacher
- Karen Starr, Educational Life Skills Program Coordinator
- Griselda Tapia, Assistant Principal
- Emily Woemmel, Assistant Principal

List dates of 2022-2023 oversight team meetings:

- August 3, 2022
- November 15, 2022
- January 31, 2023
- April 11, 2023
- May 30, 2023

1001 Leicester Rd. - Elk Grove Village, IL 60007

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Restraint and Time Out Reduction Plan for School Year 2023-2024

RTO Reduction Goals:

- 1. Reduce the number of RTO incidents by 10%.***
- 2. Reduce the number of students experiencing RTO by 10%.***
- 3. Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%.***

The plan outlines the additional action items that will support our continued work toward 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 has established structures and created a set of procedures to ensure that compliance pieces of the statute continue to be met, and the cultural change will continue to be addressed through our professional learning opportunities and ongoing support. The philosophy of the District supports this work: "School District 59 believes students learn best when students, families, our staff, and our community work as a team. All those who care about students can promote positive behavior by sharing high expectations, modeling positive behavior, encouraging student accountability, and teaching social and emotional skills throughout a child's formative years."

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SCHOOL DISTRICT 59

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:</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 deescalate 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</p>	<p>1) During SY 24, all district buildings will have a Behavior Reference Guide. This is a collaboratively designed document which aligns with the District's philosophy. Each Behavior Reference Guide outlines the steps to student discipline, including managing behavior, processing with the child and teaching new skills, communication with parents and staff, and restoring relationships. These guides are developed collaboratively with building staff and driven by the idea that positive behavior interventions support students in demonstrating expected behavior.</p> <p>2) RTO training, including Crisis Prevention Intervention, trauma-informed practices, de-escalation techniques, and restorative practices, will be provided to all staff members who engage in RTO with students.</p> <p>3) Provide 4-day Restorative Practices training to administrators and selected building staff.</p> <p>4) Provide training to all elementary and junior high staff on Understanding Behavior (to include underlying causes of behavior, functions of behavior and behavior as communication, de-escalation techniques,</p>	<p>1) Each building administrator will work with a staff team to create their behavior reference guides. If needed, building administrators will seek the support of the Student Services and Assessment Department in writing the guides. Once written, building level professional learning will be provided to maintain consistency across staff members.</p> <p>2) Scheduled RTO trainings prior to and during the course of the school year.</p> <p>3) Training will be funded by the district and held on-site.</p> <p>4) Based on building</p>	<p>1) Fall 2023. 2) Summer 2023 through SY 2024. 3) Summer 2023. 4) SY 2024.</p>	<p>1) Building administration and staff; Student Services and Assessment Department. 2) Student Services and Assessment Department. 3) Student Services and Assessment Department. 4) Student Services and Assessment Department.</p>

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out, and isolated time out; and	using classroom behavior supports (core + core support menu) both in the moment and on an ongoing basis, and trauma informed practices).	rotation, beginning of year institute days and building professional learning time scheduled; professional learning strands will be designed with presenters.		
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.	During the 2022-23 school year, the RTO Committee designed and implemented a debriefing meeting agenda to include review and revision (as needed) of student plans. In addition to building review, the District will initiate a procedure for refresher training throughout the year. Refresher training will be provided after there are three incidents of RTO in a building.	Include debriefing portion of the procedures in RTO training for staff. Tracking of RTO incidents at the district level will trigger refresher trainings.	SY 2024	RTO Committee, Educational Services Department, Crisis Prevention Intervention trainers

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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.	As part of our procedures for the district, the RTO Committee developed a process to ensure that student history information is shared with school personnel on a need-to-know basis and in a manner that is sensitive to confidentiality requirements. The Committee will continue to monitor this during the 2023-24 school year; new staff members will be trained on the process.	Include information sharing portion of the procedures in RTO training for staff.	SY 2024	RTO Committee and Educational Services Department
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.	During the 2022-23 school year, as part of our procedures for the district, the RTO Committee developed a process to ensure that individualized student plans were completed as required and designed a template for those plans. Student plans contain all of the required information. Monitoring of the completion of these plans will	RTO incidents are tracked at the building and district level to ensure that meetings are held and plans written as required by the statute. Include individual student plan	SY 2024	RTO Committee and Educational Services Department

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	be tracked by the RTO Committee each quarter as part of our data review; new staff members will be trained on the process.	portion of the procedures in RTO training for staff.		
G) Describe how the information will be made available to parents for review.	Parents will receive copies of all documentation of incidents of RTO for their children; they will be offered meetings as required by statute. The parent/guardian of each student who requires an individualized student plan will be consulted in the creation of that plan. When complete, the parent/guardian will receive a copy of that plan, either paper or electronic copy depending on parent preference; new staff members will be trained on the process. In addition, parents are informed of their right to request student records in the Family Reference Guide, as well as in their Procedural Safeguards for students with disabilities. When approved by the ISBE, the CCSD 59 Restraint and Time Out Progress Report and Reduction Plan will be posted on the District's website.	District procedures developed relative to component F include dissemination of plans to parents. Building teams document the sending home of RTO paperwork and individual student plans (when needed). When approved, the CCSD 59 RTO Reduction Plan will be posted.	SY 2024	Building Administrators, Educational Services Department

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H) Describe a modification process (as necessary) to satisfy aforementioned goals.	The RTO Committee will meet quarterly to review student, building, and district data. As we measure progress toward our overall reduction goal, the committee will consider the impact of each of our action steps. The committee will recommend the cessation or continuation of action steps and determine whether additional steps are needed. At the end of each school year, the committee will submit progress to the Superintendent for review.	Schedule quarterly meetings; set agendas for data and strategy review	SY 2024	RTO Committee