

PRAIRIE CENTRAL COMMUNITY UNIT SCHOOL DISTRICT NUMBER 8

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Prairie Central CUSD #8 Physical Restraint, Time Out, Isolated Time Out Reduction Plan 2023-24 School Year

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.				
Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
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;	1. The District will utilize various positive behavior interventions and support. Including but not limited to, Positive reward systems school wide, classroom behavior plans, contingency contracts, token economies, the use of classroom paraprofessionals, the use of individual aides, SEL across the curriculum.	1. Track referrals 2. Track incidents 3. Evaluate current behavior MTSS 4. Staff Training 5. Communicating Expectations to staff	Ongoing	District and Building Administration
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;	1. Continue to have staff trained in and pursue opportunities for staff development in the area of crisis management.	1. Provide yearly CPI training to staff to meet annual training requirements	Quarterly, Annually as required	Cooperative provides training

	<p>2. The cooperative currently offers crisis training through CPI. The District will increase the number of staff trained.</p> <p>3. The District will utilize the cooperative for staff training on de-escalation techniques.</p>	<p>2. Increase the number of staff trained to include more general education staff</p> <p>3. Invite LCSSU to our district for training and meet to discuss de-escalation</p>		
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and time out; and</p>	<p>1. Staff will be trained in specific de-escalation techniques through the Crisis Prevention Institute's CPI program</p> <p>2. Staff will learn to recognize the level of student behavior and appropriate intervention for de-escalation</p> <p>3. Staff will implement a debriefing protocol with students following crisis episodes</p> <p>4. Response teams will also debrief following crisis episodes</p>	<p>1. Meet within staff teams to discuss</p> <p>2. Communicate expectations to staff</p> <p>3. CPI training</p>	<p>Ongoing Annually</p>	<p>All Staff</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>1. Establish a structure and agenda for staff/student debriefing following a crisis episode, which may include student and staff sharing perspectives on the incident, discussing patterns of behavior, planning for future responses, etc...</p>	<p>1. Inform staff that this is required</p> <p>2. Train and implement staff through guided role play</p> <p>3. Review and revise debriefing protocol with staff input</p>	<p>Ongoing</p>	<p>All 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</p>	<p>Consistent with State and Federal laws on confidentiality and student record information, individuals with a current demonstrable education</p>	<p>1. Clear with District legal counsel</p> <p>2. Have ongoing team meetings to discuss</p>	<p>Ongoing</p>	<p>All Staff</p>

<p>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>interest in a student will be provided with relevant information about a student’s history. This will include staff working directly with the student, including teachers, paraprofessionals, and related service providers. As appropriate and necessary, other staff with supervisory responsibilities for the student will also receive information. Staff working directly with a student will receive notification of their ability to access the student’s IEP or 504 plan, or other relevant documents, at the start of the school year and/or, as documents are received and revised. Staff may receive copies of IEP or 504 at a glance documents. Where documents are not available, staff will receive information via team meetings.</p>	<p>students and their ever changing situations 3. Appropriate staff will be provided with documents or have access to student records to review as needed.</p>		
<p>F) Identify Steps to develop individualized plans as required by PA 102-0339. Plans should be separate and apart from a student IEP or 504 Plan.</p>	<ol style="list-style-type: none"> 1. Utilize data from referrals and incidents 2. Have problem solving meetings 3. Initiate intervention 4. Re-meet to discuss 5. Develop plan if needed 	<ol style="list-style-type: none"> 1. If a parent/guardian requests a meeting within two days of notification of the use of an intervention 2. If staff and/or parent/guardian are reporting an increase in crisis episodes or concerning behaviors 3. If the team is not seeing a reduction in 	<p>Ongoing</p>	<p>All Staff</p>

		the need for RTO interventions 4. If a student has required three or more interventions in a 30 day period		
G) Describe how the information will be made available to parents for review	District Website	Post it on the website	Ongoing	Webmaster
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	1. RTO Oversight Team will meet at least annually 2. Team will review data and data trends	Schedule meetings	Ongoing	Administration

Progress Report:

During the 22-23 school year, there was one instance of physical restraint due to a child endangering themselves on Prairie Central campuses, and zero instances of time out and isolated time out.

Our district reduction plan was successful on Prairie Central campuses. In six schools supporting over 1700 students, there was one instance of physical restraint due to a student being a danger to themselves and zero instances of time out and isolated time out.

All targeted areas for RTO reduction were successful on Prairie Central campuses for the 2022-23 school year.

There were 14 instances of supine restraint for a Prairie Central student in one of the off-campus serving schools. This school is a therapeutic day school that continuously works on emotional regulation. We believe this student is in the correct LRE to meet their needs, and that the school will continue to work with the student and our district for the best possible plan to serve them.