

CCSD Wheeling 21

Physical Restraint, Time Out, Isolated Time Out Reduction Plan

CCSD21 RTO Reduction Goal: Wheeling CCSD21 will reduce the number of incidents of students requiring the use of physical restraint and time out from 10 students to 7 students in 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
<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>The District has existing resilience teams in each school. These teams review building wide PBIS and Zones of Regulation structures in the sensory motor rooms. The District currently uses restorative practices and will continue this training and expectation. Through the MTSS process, support and safety plans can be developed for individual needs. Staff trained in CPI will know how to use thoughtful and purposeful processes on verbal de-escalation.</p>	<ol style="list-style-type: none"> 1) Information dissemination with the administrative team in July 2) Building leaders share the information at their sites 3) CPI training is offered to staff in a differentiated way (mandatory for crisis teams in each building and optional for staff that want the training) 4) Restorative sharing circle professional learning and coaching is offered to staff 	<p>July 2022 - June 2023</p>	<p>District support services team</p> <p>District professional learning</p> <p>Building leaders</p> <p>Building resilience teams</p>

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		5) Specific training and check ins on the FBA/BIP process		
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;	District 21 has created classroom calming corners as effective ways to de-escalate in the classroom setting. When this is not enough, there are spaces in the schools for students to engage in a sensory path or take a motor break. Staff are trained to be thoughtful and use a purposeful process on verbal de-escalation. Through the MTSS student success process, teams can identify triggers that students have and create plans.	<ol style="list-style-type: none"> 1) School resilience team will set expectations and provide professional learning on the implementation of classroom calming corners 2) Set up Zone of Regulation check in stations and activities in each elementary sensory motor room 3) Set up MTSS process for behavior and emotional dysregulation 	July 2022 - June 2023	<p>District support services team</p> <p>District MTSS team</p> <p>Building leaders</p> <p>Building resilience teams</p>
C) Describe how the entity will utilize crisis intervention techniques as an alternative to	The district has 4 NVCi trainers Classroom Culture modules will be given to all new staff and available	<ol style="list-style-type: none"> 1) Send out communicate to crisis teams and those in specialized programs 	July 2022 - September 2022 for steps 1 - 3.	<p>District support services team</p> <p>District professional</p>

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<p>physical restraint, time out, and time out; and</p>	<p>to ALL district staff to participate in.</p>	<p>indicating they have to sign up for training</p> <ol style="list-style-type: none"> 2) Send out an invitation to all newly hired staff for a CPI training date 3) Send out a description, notification and invite of verbal de-escalation skills to all CCSD21 staff. 4) Plan for training of new special education staff hired after August 17, 2022 	<p>October 2022 - June 2023 for staff hired after August 17, 2022.</p>	<p>learning</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>In CPI training, staff are trained in use of a COPING model. Setting the expectation for use of debriefing meetings.</p>	<ol style="list-style-type: none"> 1) Create a menu of options for teams to use the COPING model (staff meeting, "COPING" time built into IEP scheduled days, before/after school) 2) Create a Google form for individual reflection on COPING after an 	<p>July 2022 - September 2022 for steps 1 - 3.</p>	<p>District support services team</p> <p>Building leaders</p> <p>Building crisis team</p>

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		<p>incident</p> <p>3) Set district expectation and communication methods for demonstrating use of debriefing meetings.</p> <p>4) Building principals will follow up on ensuring their teams debrief</p>	<p>August 2022 - June 2023</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>During the 21-22 school year many students in K-2 general education required restraint or time out to maintain safety. The District will utilize a de-escalation strategies list for students when they reach 3 physical management or time out instances. For students that have CPI as part of the crisis plan in their BIP, this will be completed annually.</p>	<p>1) Use the de-escalation strategies list which includes known triggers (such as male/female interactions) based on trauma history, how present life circumstances affect current behavior (to address relevant medical mental health info)</p> <p>2) Share the list and set expectations for administrators</p>	<p>July 2022 - August 2022 for steps 1 & 2.</p> <p>August 2022 for step 3.</p> <p>August 2022 - June 2023 for step 4</p>	<p>District support services team</p> <p>Building leaders</p> <p>Building student success teams</p> <p>Student IEP teams</p>

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		<p>3) Building and district administrators disseminate the information to school teams</p> <p>4) Building teams use the form.</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>During the 21-22 school year many students in K-2 general education required restraint or time out to maintain safety. The District will utilize a Levels of Student Behavior and Staff Response form for students when they reach 3 physical management or time out instances. All students that have a BIP will be completed annually and reviewed minimally when behavioral needs change.</p>	<p>1) Create the Levels of Student Behavior and Staff Response form</p> <p>2) Share the list and set expectations for administrators</p> <p>3) Building and district administrators disseminate the information to school teams</p> <p>4) Building teams use the form.</p> <p>5) Share the list and set expectations for administrators</p> <p>6) Building and district administrators disseminate the</p>		<p>District support services team</p> <p>District professional learning</p> <p>Building leaders</p> <p>Crisis teams</p>

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		<p>information to school teams</p> <p>7) Building teams use the form.</p>		
<p>G) Describe how the information will be made available to parents for review.</p>	<p>District 21 has a process in which parents need to be verbally notified of a restraint or timeout the same day that it happens. Parents are invited to meet with the team in person or via Google Meet to review the incident and success plan.</p>	<p>The District will post the plan on the CCSD21 website</p> <p>The District will continue with the established documentation for offering a parent a meeting to review any incident that led to the use of restraint or time out.</p>	<p>August 2022</p> <p>July 2022 - June 2023</p>	<p>District support services team</p> <p>Building leaders</p> <p>Crisis teams</p>
<p>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</p>	<p>The District RTO team will meet quarterly to review the process and action steps and provide follow up and training as needed, review and modify any existing forms and create any new process or procedure that will lead to a reduction in the use of restraint or time out.</p>	<p>1) Schedule the meetings</p> <p>2) Set agenda</p> <p>3) Document discussion, review data, and make needed adjustments</p>	<p>First meeting by September 30 2022</p> <p>Second meeting by December 31 2022</p> <p>Third meeting by March 31, 2023</p> <p>Fourth meeting by June 15, 2023</p>	<p>District support services team</p> <p>District professional learning</p> <p>Building leaders</p> <p>Building resilience teams</p>

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Wheeling CCSD21 Committee

- Barbara Malloy, Paraprofessional
- Allie Shenuk, Special Education Teacher
- Katherine Brand, Special Education Teacher
- Melissa Mariconda, Special Education Teacher
- Naomi Rubin, School Social Worker
- Megan Kenney, School Social Worker
- Jennifer Foraker, Instructional Specialist Special Education/CPI Trainer
- Melissa Scaletta, Instructional Specialist Special Education/CPI Trainer
- Cecilia Franco, Instructional Specialist Special Education/CPI Trainer
- Monica Romo, Behavior Specialist/CPI Trainer
- Stephanie Stallman, Assistant Principal
- Sara Rosheger, Assistant Principal
- Michelle Friedman, Principal
- Luci Donnan, Student Services Coordinator
- Colleen Connolly, Student Services Coordinator
- Kim Cline, Assistant Superintendent for Support Services and School Safety