

June 22, 2022

**RESCIND BOARD REPORT 20-0226-PO3
AND ADOPT NEW BEHAVIORAL INTERVENTIONS**

Primary Physical Intervention for

**restrictions, and procedures
primary physical intervention
Board of Education of ISBE
in amended Section 20-20.33
out, time out, and physical**

the student's physical well-
The use of these
on and prevent the student
practices intend to provide
straint and time out are being
ely subjected to their use.

restrict or immobilize a student from freely moving their body and limbs for a period of time.

Imminent Danger of Serious Physical Harm: A situation where a student presents an immediate danger to the safety and well-being of himself, herself, or another person and is likely to cause immediate physical harm.

Physical Restraint (*also referred to as "Physical Management"*): A physical restriction that immobilizes or reduces the ability of a student to move their torso, arms, hands, legs or head freely for a period of time. Physical restraint is used only by personnel trained in a CPS-approved behavioral safety curriculum and only after all other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm.

The physical removal of a disruptive student who is unwilling to leave voluntarily, or transported to another setting is considered a restraint, which can only be used if there is a risk of imminent danger of serious physical harm.

Mechanical Restraints: The use of any device or equipment

- d. The use of prone restraints must not be used.
- e. The use of supine restraints must not be used.
- f. The use of restraints that restric

1. If the student's IEP indicates they use sign language or an augmentative or alternative communication system, the student's hands must not be immobilized, and access to functional communication must be provided during the restraint.
- ii. For General Education Students, when the student displays behaviors that pose an imminent threat of immediate serious physical harm on a minimum of three (3) occasions within a thirty (30) day period, a Tier III behavior support plan should be developed to identify positive strategies to prevent and address challenging behavior and authorize the use of physical restraint or time out, as necessary in

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V. Reporting Requirements

- A. Complete the ISBE Physical Restraint and Time Out (PRTO) form:
 - a. All staff/participants involved in the PRTO must be noted in the report.
 - b. Each event must have at least one Safety Check Participant for every 10 minutes if physical restraint is used and one every 30 minutes if time out is used. The Safety Check Participant should:

2. Parent(s)/Guardian(s)
 3. At least one (1) staff member involved in the PRTO incident
 4. At least one (1) staff member not involved in the PRTO incident
 5. The meeting will provide the opportunity for all to describe and discuss the following:
 6. The events that occurred prior to the incident of PRTO and any actions that were taken by school personnel or the student leading up to the PRTO incident.
 7. The PRTO incident itself
 8. The events that occurred or the actions taken following the PRTO incident and whether the student returned to regular school activities. If not, how the student spent the remainder of the day.
 9. What school personnel could have done differently to avoid the PRTO incident.
 10. What alternative courses of action, if any, the school can take to support the student and avoid future uses of PRTO.
- f. Written summary of the Post-PRTO meeting and any agreements/conclusions reached must become part of the student's temporary school record and must be provided to the parent(s)/guardian(s).
- i. If agreements/conclusions will impact, add, or change the services or supports a student will receive as part of their IEP or 504 Plan a separate meeting will need to be held to finalize those changes.
- g. If the parent(s)/guardian(s) does not request a Post-PRTO meeting within ten (10) school days or they fail to attend a requested meeting that must be documented as part of the student's school record.
- h. At no point may a student be excluded from school solely because a meeting has not occurred.

VII. School-Based Review Meeting

- A. When a student experiences instances of time out or physical restraint on three (3) days within a 30 day period, the school personnel who initiated, monitored, and supervised the incidents must conduct a review of the effectiveness of the procedures used and create an individual plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions.
- a. The review will consider the student's potential need for MTSS behavioral supports, special education eligibility, consent for an FBA and BIP, or revision of a current FBA and BIP. The review of procedures will consist of the following:
 - i. At least one psychologist, social worker, nurse, or behavior specialist;
 - ii. review of data (frequency, duration, discipline referrals/action, etc.);
 - iii. consider the development of additional or revised positive behavioral interventions and supports to reduce the use of restrictive procedures;

- iv. determine if modification of the student's IEP, 504 Plan, Tier III behavior intervention plan, or other plan of care is necessary;
- v. review any known medical or psychological limitations that may contraindicate the use of restrictive procedures and if applicable document such restrictions in the student's plan; and
- vi. The plan will be placed in the student's temporary student record.

VIII. Systematic Reduction of PRTO use Requirements

- A. Required District Plan must outline specific actions to reduce and eventually eliminate the use of PRTO as behavioral interventions and develop non-coercive environments. Plans must include specific actions to ensure the following:
 - a. Individualized student plans oriented toward the prevention of the use of PRTO are developed.
 - i. These are separate and apart from a student's IEP or 504 Plan.
 - b. Appropriate school personnel are fully informed of a student's history, including physical or sexual abuse, and other relevant medical and mental health information, as permissible within district policy, state, and federal laws governing student confidentiality and privacy rights.
 - c. Support a vision for cultural change that reinforces the following:
 - i. Positive behavioral interventions and supports in place of the use of PRTO
 - ii. Effective ways to de-escalate situations to avoid the use of PRTO
 - iii. Crisis intervention techniques that use alternatives to the use of PRTO
 - iv. Use of debrief/after action review meetings to reassess what happened, why it happened, and ways to prevent the use of PRTO in the future.
- B. The District is required to create a time out and physical restraint oversight team including, but not limited to teachers, administrators, paraprofessionals, RSPs, and district and network staff.
 - a. Student and parent/guardian focus groups will be established in areas where the use of restraint and time-out are used most frequently, to continue to incorporate student and family voice into the process.
- C. The District must establish and maintain a committee to develop policies and procedures on the use of positive behavioral interventions. These policies and procedures must:
 - a. be developed with the advice of parents with students with disabilities and other parents, teachers, administrators, advocates for persons with disabilities, and individuals with knowledge or expertise in the development and implementation of behavioral interventions for persons with disabilities;
 - b. emphasize positive interventions that are designed to develop

IX. Compliance

A. The Chief Executive Officer or designee is authorized to develop procedures and guidelines