

Rantoul City School District No. 137
Procedures for Use of Physical Restraint, Time Out, and Isolated Time Out

Purpose

Each school in Rantoul City School District No. 137 will maintain a Crisis Response Team that will respond to maintain a safe learning environment in times of student crisis with an efficient and organized plan. The Crisis Response Team procedures follow all the regulations from the Illinois State Board of Education (23 Ill. Adm. Code §§1.280 Discipline and 1.285 Requirements for the Use of Time Out and Physical Restraint).

Time out and physical restraint are only to be used when the student's behavior presents *an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures have been tried and proven ineffective* in stopping the imminent danger of serious physical harm. Use of isolated time out, as defined by Section 1.285 of the ISBE regulations, is prohibited by District policy. Time out and physical restraint may only be used by school staff members who have been trained in its safe application, where there is no known medical contradiction to its use on the student.

Neither time out nor physical restraint shall be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

The training and methods of physical restraint used within the District follow the Crisis Prevention Institute ("CPI") program guidelines. Any staff responsible for implementing these interventions will be trained regarding the District's Time Out and Physical Restraint Policy and these procedures, and oversight activities, as well as the Illinois State Board of Education regulations governing physical restraint and time out. Designated staff will receive at least 8 hours of CPI and additional training, annually, and will be designated to serve on the Crisis Response Team in each school.

Definitions and General Procedures for Use of Physical Restraint and Time Out

"Physical restraint" means holding a student or otherwise restricting a student's movements. Physical restraint includes only the use of specific, planned techniques.

Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to immediately carry out the threat.

Physical restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property.

Time Limitations for Physical Restraint:

1. The physical restraint must end immediately when the threat of imminent danger of serious physical harm ends or the student indicates that he or she cannot breathe or staff supervising the student recognizes that the student may be in respiratory distress.
2. The staff involved in physically restraining a student must periodically halt physical restraint every five minutes or sooner based upon the type of physical management hold used and the methodology that the staff member trained learned in training.
3. If the imminent danger of serious physical harm continues to exist, staff may continue to use the physical restraint and the continued use may not be considered a separate instance of physical restraint.
4. The student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing serious physical harm to the student or others.

The use of physical restraint shall not impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's ability to speak. If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that this freedom appears likely to result in harm to the student or others. Mechanical and chemical restraint are not allowed as forms of physical restraint.

Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.

Any application of physical restraint shall take into consideration the safety and security of the student. Physical restraint shall not rely upon pain as an intentional method of control. In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising adult shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.

“Time out” means a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting.

“Isolated time out” means the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. **Isolated time out is prohibited by District policy.**

Time Out Does Not Include the Following Situations:

- Student initiated or student requested break;
- Student initiated or teacher initiated sensory break;
- Sensory room containing sensory tools to assist a student to calm and de-escalate;
- In-school suspension or detention;

- Any other disciplinary measure, including a student's brief removal to the hallway or similar environment;
- A classroom evacuation could be considered a time out, if the student's egress is blocked. Consult with Assistant Director for any classroom evacuation that resulted in a student's egress being blocked.

The following are requirements for any enclosure used for time out:

1. Meet all the health/life safety requirements of 23 Ill. Adm. Code 180;
2. Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in time out but also, if applicable, any other individual who is required to accompany that student under this Section; and
3. If fitted with a door, be fitted with either a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable. The door shall not be locked or be physically blocked by furniture or any other inanimate object at any time during the time out.

Additional Requirements for Use of Time Out:

- The adult responsible for supervising the student must remain in the same room as the student at all times during the time out.
- The deprivation of necessities needed to sustain the health of a person is prohibited. A student placed in time out must have reasonable access to food, water, medication, and toileting facilities.
- Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in time out shall not have his or her clothing removed, including, but not limited to, shoes, shoelaces, boots, or belts.

Time Limitations for Use of Time Out:

- A student shall be released from time out immediately upon determination by the staff member that the student is no longer an imminent danger of serious physical harm to the student or others.
- At least once every 15 minutes, an adult who is trained in accordance with these guidelines must assess whether the student has ceased presenting the specific behavior for which the time out was imposed.
- Many students need additional time to deescalate and process after they are no longer displaying the behavior which necessitated the time out, and if that is the case, they may deescalate and process in the same location where the time out occurred. The time out ends when the student is no longer an imminent risk to self or others; however, other ongoing interventions should be documented as a postvention.

Documentation Requirements

1. Each episode of time out or physical restraint implemented requires a written record (i.e., ISBE Form 11-01), Behavior Notes, and Parent Letter, to be maintained in the student's temporary record.
2. The Director of Special Education, Assistant Director of Special Education, and/or Special Education Administrator shall also maintain a copy of each of these records.

3. Each record shall include, but is not limited to, all of the following:
 - 1) The student's name;
 - 2) The date of the incident;
 - 3) The beginning and ending times of the incident;
 - 4) A description of any relevant events leading up to the incident;
 - 5) A description of any alternative measures that are less restrictive and intrusive that were used prior to the implementation of time out or physical restraint and why those measures were ineffective and deemed inappropriate;
 - 6) A description of the incident or student behavior that resulted in time out or physical restraint, including the specific imminent danger of serious physical harm to the student or others, a log of the student's behavior in time out or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
 - 7) A description of any injuries (whether to students, staff, or others) or property damage, a description of any planned approach to dealing with the student's behavior in the future, including any de-escalation methods or procedures that may be used to avoid the use of time out or physical restraint, a list of the school personnel who participated in the implementation, monitoring, and supervision of time out, or physical restraint, and the date on which parental or guardian notification took place.
 - 8) Additionally, the Director of Special Education, Assistant Director of Special Education, and/or the Special Education Administrator shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred. A copy of the completed ISBE Form will be provided to the Assistant Director by the end of day, on the day the incident occurred which resulted in use of time out or physical restraint.

Lengthier Incidents or Repeated Incidents of Time Out/Restraint

- 1) Whenever an episode of time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes or repeated episodes have occurred during any three-hour period, a licensed educator or licensed clinical practitioner knowledgeable about the use of time out or trained in the use of physical restraint shall evaluate the situation.
- 2) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (i.e. an assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
- 3) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the designated official.
- 4) In light of increased health and safety protocols, staff should be swapping out at least every 10 minutes, to support adherence to social distancing guidelines.

- 5) Additional PPE has been provided to staff responsible for implementing physical restraint and proper PPE (i.e. face shields, gloves, hospital gowns) should be used by staff during any physical restraint.

Multiple Incidents of Physical Restraint or Time Out

- 1) When a student experiences instances of time out or physical restraint on any **3 days within a 30-day period**, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review meeting of the effectiveness of the procedures used, review the student's functional behavioral assessment, and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions.
- 2) The plan shall be placed into the student's temporary student record.
- 3) The review meeting shall also consider the student's potential need for an alternative program, for special education eligibility, or, for a student already eligible for special education, for a change in program.
- 4) The school team shall invite the student's parents or guardians to participate in this review meeting and shall provide ten days' notice of its date, time, and location. The notification shall inform the parent(s)/guardian(s) that the student's potential need for special education, an alternative program, or, for students already eligible for special education, the student's potential need for a change in program, will be considered and that the results of the review meeting will be entered into the temporary student record.
- 5) The review meeting can be held as an IEP meeting, 504 meeting, meeting to review BIP, or, for general education students, problem solving meeting or meeting to consider initiating a special education evaluation.
- 6) The review meeting must be held no later than 20 days after the third day the instance of isolated time out, time out, or physical restraint occurred. The timeline required by this subsection may be extended if a request for extension is received from the student's parent or guardian.

Report to the State Superintendent

No later than two (2) school days after the use of time out or physical restraint, the District will submit the required information to ISBE through ISBE's Student's Information System ("SIS"), through the RTO tab on the student's profile screen.

Requirements for Training

Any adult who is supervising a student time out or who is involved in a physical restraint, shall receive at least 8 hours of developmentally appropriate training annually. Except for training on physical restraint, online training may be utilized for all training areas. No individual may use time out or physical restraint before receiving the required training and certificate. Any staff who applies time out or physical restraint shall use only techniques which he or she has received prior annual training.

Training is required in the following areas:

- Crisis de-escalation,
- Restorative practices,
- Identifying signs of distress during physical restraint and time out,
- Trauma-informed practices, and
- Behavior management practices.
- All trained staff will be provided a copy of the district's policies on time out and physical restraint.

Time out or physical restraint shall be applied only by individuals who have received annual systematic training on less restrictive and intrusive strategies and techniques to reduce the use of time out and physical restraint based on best practices and how to safely use time out and physical restraint when those alternative strategies and techniques have been tried and proven ineffective. This training must include all the elements described above and must result in the receipt of a certificate of completion or other written evidence of participation. No individual may use time out or physical restraint before receiving the required training and certificate. An individual who applies time out or physical restraint shall use only techniques in which that individual has received prior annual training, as indicated by written evidence of participation.

The training required with respect to time out or physical restraint may be provided either by the employer or by an external entity. All persons or entities who provide training must be trained and certified in the effective use of less restrictive and intrusive alternatives to prevent imminent danger of serious physical harm to the student or others and safe application of time out and physical restraint when less restrictive and intrusive alternatives have been tried and proven ineffective. An individual may provide training to others in a particular method of time out and physical restraint only if he or she has received written evidence of completing training in those techniques that meet the requirements listed in this section within the preceding one-year period.

The training shall include, but need not be limited to:

- The dangers associated with the use of time out and physical restraint and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students;
- Appropriate procedures for preventing the need for time out or physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
- Recognizing and responding appropriately to the antecedent of a student's behavior;
- Recognizing contraindications and other conditions and events that increase risk of death;
- A description and identification of dangerous behaviors on the part of students that may indicate the need for time out or physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving a variety of time out and physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- Instruction regarding the effects of time out and physical restraint on the person in restraint or time out, including instruction on monitoring physical signs of distress and obtaining medical assistance;

- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- Demonstration by participants of proficiency in administering time out and physical restraint.

Notification to Parents or Guardians

- The school team must make a reasonable attempt to notify the student's parent/guardian, via phone call, on **the same day** the time out or physical restraint is imposed.
- Within **one business day** after any use of time out or physical restraint, the school team shall send a copy of the ISBE "Time Out and Restraint Form" to the student's parent/guardian with the Behavior Notes and Parent Letter attached. The following information shall also be sent to the parent/guardian:
 - A copy of the standards for when time out and restraint can be used;
 - Information about the rights of parent/guardians and students; and
 - Information about the parent/guardian right to file a complaint with the State Superintendent of Education, the complaint process or other information to assist the parent or guardian in navigating the complaint process.
 - A description of the State complaint, mediation, and due process procedures for students who are eligible to receive special education services.
 - Information on the procedures for requesting an evaluation and pursuing accommodations and modifications under Section 504 of the Rehabilitation Act of 1973 or special education eligibility and services for students who are not yet eligible to receive these accommodations or services.
- **No later than 2 school days** after each incident of time out or restraint, the principal (or other designated administrator) will notify the parent/guardian that they may request a meeting with appropriate school personnel to discuss the incident. If the parent requests a meeting, the meeting will be convened within 2 school days after the request, provided that the 2-school day limitation shall be extended if requested by the parent/guardian. The parent/guardian may request that the meeting be held via telephone or videoconference. A student may not be excluded from school solely because a meeting has not occurred.
 - The meeting shall be held separate and apart from IEP and 504 meetings.
 - A summary of the meeting and any agreements or conclusions reached during the meeting shall be documented in writing and will become part of the student's school record. The District's standard Post-RTO Meeting Form will be used to record meeting discussions. A copy of the documents must be provided to the parent/guardian following the meeting.
 - If a parent/guardian does not request a meeting within 10 school days or does not attend a requested meeting, that fact shall be recorded in the notice letter and maintained in the student's record.
- The District shall also provide annual notification to parents/guardians via information that is distributed annually or upon enrollment of the students of the District's policies regarding Use of Isolated Time Out (prohibited by District), Time Out and Physical Restraint, pursuant to Sections 10-20.14 and 14-8.05(c) of the School Code.

Complaint Procedures

- **School Based Complaint:**

Any parent or guardian who believes that the school district has violated these procedures related to their student may bring their concerns to the school principal to discuss the incident(s) in question and work on possible solutions.

Any complaints or concerns regarding alleged violations of these procedures should also be brought to the attention of the Assistant Director or Director of Special Education.

- **State Complaint Procedures:**

Any parent, guardian, individual, organization or advocate may file a written complaint with the State Superintendent alleging that the District has violated the ISBE Rules, 23 Ill. Adm. Code §§ 1.285 Requirements for the Use of Time Out and Physical Restraint. The complaint must allege a violation occurring not more than one year prior to the date.