

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>Continue and enhance implementation of Positive Behavior Intervention and Support with focus on developing relationships between staff and students, building agency, and goal setting. Buildings will review and respond to data monthly using school-wide or classroom level interventions.</p> <p>Include PBIS concepts within crisis intervention training with focus on de-escalation techniques Deliver weekly social-emotional learning lessons within each classroom based on the ISBE SEL standards.</p> <p>Make available additional professional development through building-based equity and inclusion teams to address Implicit bias.</p> <p>Make available workshops in engagement and quantum learning.</p> <p>Introduce quantum learning techniques into classrooms through coaching.</p> <p>Provide Tier 1 and 2 PBIS training to building teams.</p> <p>Work with SAT and train in PBIS, FBA, and BIP.</p>	<p>Provide professional development to building administrators to review PBIS framework.</p> <p>Building Universal Teams provide professional development to appropriate school personnel.</p> <p>Revise CPI training, materials, as needed</p> <p>Revise practices and training materials, as needed.</p> <p>Develop training behavior coaches</p>	<p>School Year 2022-23; 2023-24.</p> <p>Annually</p> <p>Annually, for appropriate school personnel</p> <p>Annually</p> <p>School Year 2023-24</p> <p>Hire and Train spring/summer 2023</p> <p>Ongoing training 23-24</p>	<p>Building Administrator, SAT Team, Counselor, Special education Coordinator, Superintendent</p>

<p>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>Review current behavior intervention process, including use of de-escalation practices currently utilized within the district Train appropriate school personnel in crisis intervention techniques using Crisis Prevention Instruction (CPI).</p> <p>Six hours of training including 3 hours of training on crisis intervention techniques and de-escalation techniques.</p> <p>Provide 2 hours of training on behavior supports, trauma informed practices, and restorative practices.</p> <p>Provide 6 hours of training for staff across all schools.</p>	<p>Review current practices and professional development opportunities provided.</p> <p>Create and provide professional development on de-escalation techniques</p>	<p>Annually</p> <p>School year 2022-2023; 2023-24</p>	<p>Building Administrator, SAT Team, Counselor, Special education Coordinator, Superintendent</p>
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and</p>	<p>Train appropriate school personnel in crisis intervention techniques using Crisis Prevention Instruction (CPI). 6 hours of training to be completed including 3 hours of training on crisis intervention techniques and de-escalation techniques. Provide 8 hours of de-escalation training in philosophy, strategies, and techniques</p>	<p>Train building administrators, nurses, social workers and school psychologist in all schools</p> <p>Train appropriate school personnel (special education teachers, paraprofessionals, related service providers)</p> <p>Train appropriate school personnel on de-escalation techniques.</p>	<p>Annually</p> <p>Summer trainings annually beginning 2022.</p> <p>Ongoing staff trainings during school year.</p>	<p>Building Administrator, SAT Team, Counselor, Special education Coordinator, Superintendent</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>Building administrators will convene a debriefing meeting following incidence of RTO with appropriate school personnel.</p>	<p>Provide guidance on hold meeting using 3-part process:</p> <ol style="list-style-type: none"> 1. Reassess what occurred; 2. Identify reason for occurrence; and 3. List strategies/steps for de-escalation to prevent use of RTO subsequently. <p>Review and revise the student</p>	<p>Ongoing as indicated by incidents of restraint and/or timeout.</p>	<p>Building Administrator, SAT Team, Counselor, Special education Coordinator, Superintendent</p>

		behavior plan, as needed.		
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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.	Hold meetings to fully inform appropriate school personnel of a student's history, including history of physical or sexual abuse, and other relevant mental health information.	Building school nurse and social worker and/or school psychologist will communicate information to appropriate school personnel regarding student history, as appropriate. Coordinator with DCFS and/or CAC as appropriate.	Annually and/or upon notification of new finding of abuse through DCFS or other entity or changes in mental health status	Building Administrator, SAT Team, Counselor, Special education Coordinator, Superintendent
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.	individual student behavior intervention form has been created and is accessible to school personnel through infinite Campus	Review existing behavior intervention plans. Feedback provided by Behavior Specialist Team to Oversight Team for revision. Administrator training on use of form and RTO parent rights provided by ISBE. Staff Training Administrative training	Implementation 2022-23 school year November 2022 feedback End- of year review Continued use 23-24.	Building Administrator, SAT Team, Counselor, Special education Coordinator, Superintendent
G) Describe how the information will be made available to parents for review.	Notify parents or guardians that the plans and reports on progress are available for review.	Use ISBE document link and/or relevant material to create parent notification. Post RTO information made available in accordance with ISBE guidelines through the district website.	22-23 school year, update as needed	Building Administrator, SAT Team, Counselor, Special education Coordinator, Superintendent
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	Utilize Alternatives to Time Out and Restraint Recognition Program to ensure best practices for A-D are included in the district plan. Timely review of district and school RTO data.	Review current district practices and professional development opportunities provided, updating in accordance with ISBE guidelines and best practices.	Ongoing as indicated by incidents of restraint and/or timeout. Weekly review of RTO incidents	Building Administrator, SAT Team, Counselor, Special education Coordinator, Superintendent

