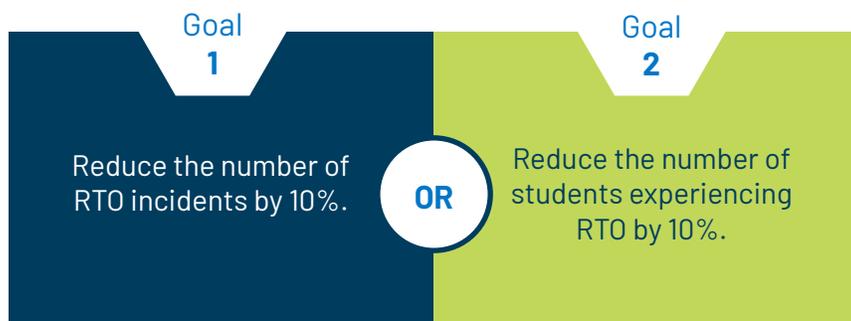


Physical Restraint, Time Out, and Isolated Time Out

Public Act 102-0339 Goals



Per 105 ILCS 5/2-3.130, ISBE is required to establish goals with specific benchmarks to reduce the use of physical restraint, time out, and isolated time out (RTO) over the next three years. The following ISBE goals apply to school districts. Reduction plans must include at least three goals. Goals 1 and 2 are required, and at least one additional optional goal should be included based upon an entity's data.



In accordance with the goals that are adopted by ISBE, each school board must:

- Create an oversight team to develop school-specific plans for reducing and eventually eliminating the use of time out and physical restraint, in accordance with ISBE goals and benchmarks, and procedures to implement the plan. The plan must include specific actions set forth in the legislation.
- Submit a report to ISBE once each year for three years on progress made toward achieving ISBE goals and benchmarks.
- Modify the plan as necessary to satisfy these goals.
- Make the plan available for review by parents. (This plan is required unless a school district can show that it has not used physical restraint, time out, or isolated time out within the previous three years, and the school district has adopted a policy prohibiting these interventions and can demonstrate enforcement of that policy).

Enforcement Actions

Any entity that does not receive approval from ISBE for an exemption must submit an RTO reduction plan. Failure to submit a plan will result in progressive enforcement actions. These requirements can be found at 23 Ill. Admin. Code 1.285(1)(3).

Optional Goals

Optional goals are based upon the entity's data. Select at least one of the following:

- Reduce the number of K-2 students experiencing RTO by 25%.
- Reduce the number of students of color experiencing RTO by 25%.
- Reduce the number of students experiencing five-plus instances of RTO in a 30-day period by 25%.
- Reduce the number of male students experiencing RTO by 25%.
- Reduce the number of incidents of RTO for students with autism by 25%.
- Reduce the number of students with an emotional disability experiencing RTO by 25%.
- Reduce the number of students with Individualized Education Programs experiencing RTO by 25%.

