

# Physical Restraint, Time Out, and Isolated Time Out Progress Report and Reduction Plan

In accordance with the requirements set forth in [105 ILCS 5/2-3.130](#) and [Public Act 102-0339](#), each school district board must create an oversight team that consists of, but is not limited to, teachers, paraprofessionals, school service personnel, and administrators to develop district-specific plans that include procedures to reduce and eventually eliminate the use of physical restraint, time out, and isolated time out (RTO). The progress shall be measured by the reduction of the overall number of incidents of those interventions and the total number of students subjected to those interventions.<sup>1</sup> The plans must include specific actions set forth in legislation and shall align with the reduction goals set forth by the Illinois State Board of Education (ISBE).

An annual progress report is required. The progress report must include a report of school district RTO data, improvements that have been made as a result of your RTO Reduction Plan, and any explanation as to why specific strategies were unsuccessful to reduce RTO within your district. The corresponding RTO Reduction Plan Template includes a progress report template. The progress report and reduction plan can be submitted together whether the template is used or not.

**Goal Development:** The plan's objective shall be centered around at least three reduction goals. The two required goals for every district are:



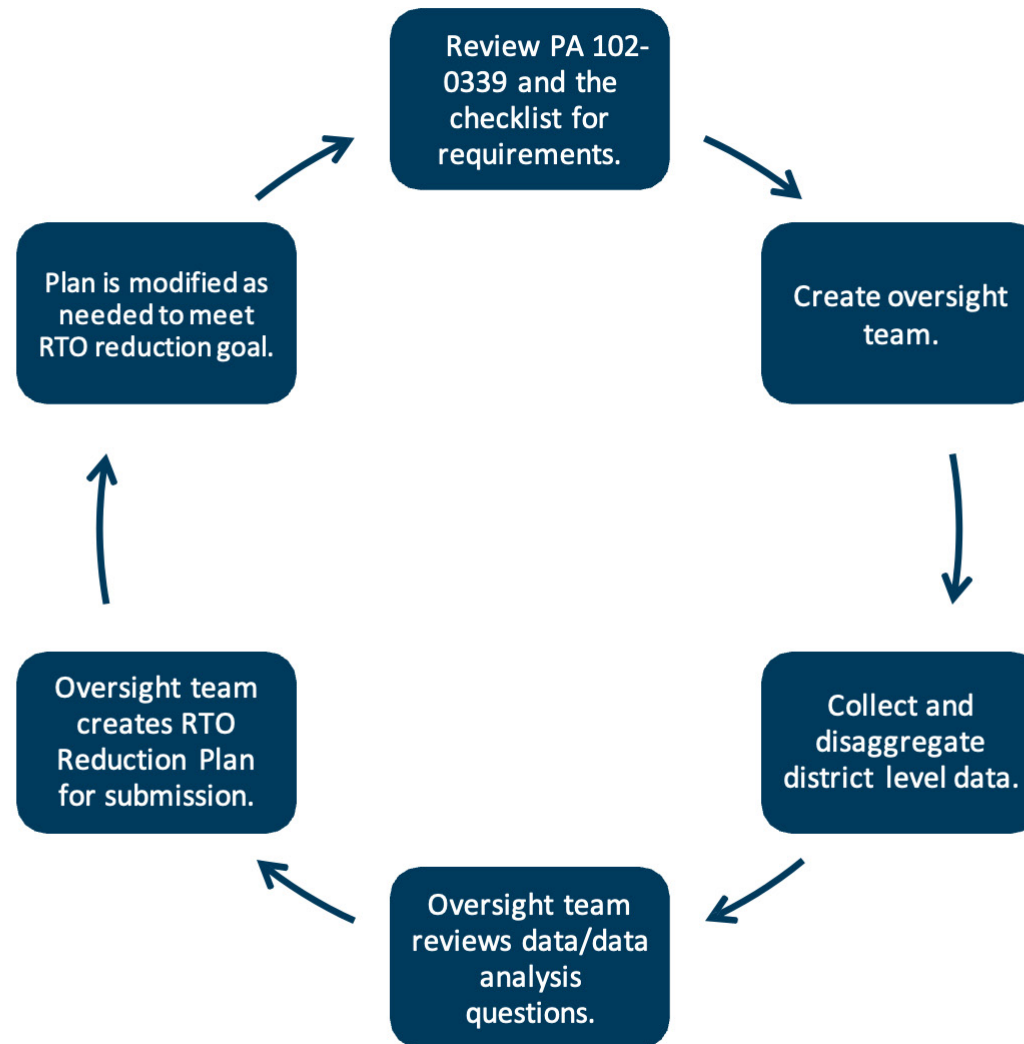
The plan shall include at least one goal selected by the district from the list of optional goals based upon district data. Select at least one of the following:

- 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 (IEPs) experiencing RTO by 25%.

The plan and yearly progress reports shall be submitted to [rtoreductionplan@isbe.net](mailto:rtoreductionplan@isbe.net) by July 1, 2024.

A plan is required unless a school district can show that it has **not** used physical restraint, time out, or isolated time out within the last three years, **and** the district has adopted a policy prohibiting these interventions and can demonstrate enforcement of that policy.

## Suggested Process for RTO Reduction Plan Development



# RTO Reduction Plan Checklist

The requirements for a school district RTO Reduction Plan are specified in [PA 102-0339](#). Entities may utilize the following checklist. **Do not submit this checklist to the Illinois State Board of Education.**

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<b>1</b>	Does the district RTO Reduction Plan reflect an oversight team that consists of, but is not limited to, teachers, paraprofessionals, school service personnel, and administrators that will develop district-specific plans with procedures for reducing and eventually eliminating the use of physical restraint, time out, and isolated time out?	<input type="checkbox"/>
<b>2</b>	Does the district RTO Reduction Plan indicate how the district will make progress toward the reduction and eventual elimination of physical restraint, time out and isolated time out interventions? Progress shall be measured by the reduction of overall number of incidents of those interventions and the total number of students subjected to those interventions. It is recommended that entities review their disaggregated district-level RTO data.	<input type="checkbox"/>
<b>3</b>	Does the district RTO Reduction Plan include, but is not limited to, actions set forth in legislation and address the two default reduction goals and at least one optional goal set forth by ISBE?	<input type="checkbox"/>
<b>4</b>	Does the district RTO Reduction Plan identify steps to develop individualized student plans that are oriented toward the prevention of the use of physical restraint, time out, and isolated time out, with the intent of the plan to be separate from a child's IEP or 504 Plan?	<input type="checkbox"/>
<b>5</b>	Does the district RTO Reduction Plan 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.	<input type="checkbox"/>
<b>6</b>	Does the district RTO Reduction Plan provide necessary information to detail and support a vision for cultural change that reinforces the following: A). Positive behavioral interventions and support rather than physical restraint, time out, and isolated time out; B). Effective ways to deescalate situations to avoid physical restraint, time out, and isolated time out; C). Crisis intervention techniques that use alternatives to physical restraint, time out, and isolated time out; and D). Use of debriefing meetings to reassess what occurred and why it occurred and to think through ways to prevent use of RTO interventions the next time.	<input type="checkbox"/>
<b>7</b>	Does the district RTO Reduction Plan define how the information will be made available to parents for review?	<input type="checkbox"/>
<b>8</b>	Does the district RTO Reduction Plan identify a modification process (as necessary) to satisfy aforementioned goals?	<input type="checkbox"/>