

To: Jodi S. Cohen, ProPublica Illinois; Jennifer Smith Richards, Chicago Tribune
From: Morton CUSD 709
Re: FOIA Request
Date: 12/20/18

- Morton CUSD 709 does not use isolated time-out, seclusion, or any other type of confinement as part of their procedures with students in District. Therefore, no additional information about isolated time-out, seclusion, or any other type of confinement from our District Schools is included. Please note in attachment 2, the presence of instances of seclusion at a District contracted private therapeutic day school, with attached statement of procedures.
- **Appendix 1:** Spreadsheet reflecting requested detailed information about physical restraint data from the 17-18 school year and the 18-19 school year thus far.
- **Appendix 2:** Paper copies referenced in spreadsheet from above.
- No student injuries have occurred as a direct result of physical restraint.
- **Appendix 3:** All parents/guardians are notified using the attached Parent/Guardian Notification of Physical Restraint form or Student Physical Restraint Incident Report. Please note in the above reference spreadsheet, the individual who notified parents, and unless otherwise noted, this notification occurred the same day as the physical restraint, or no longer than 24 hours after the incident.
- **Appendix 4:** Records of the training and orientation materials provided to district staff members related to physical restraint.
- **Appendix 5:** Records that show the staff members who were trained in and permitted to use physical restraint between August 1, 2017 to the present

Timestamp	Building	Student Name	Date of Restraint	Describe Relevant Events Preceding the Incident	Describe interventions and efforts prior to use of restraint	Document the type of restraint utilized, student behavior during restraint and other interactions between staff and student during restraint	Injuries resulting to either student or staff	Planned Approaches for future behavior	Staff Involved in Restraint	Parent Written Notification by (name):	Did Restraint last longer than 15 minutes?	More than 3 restraints this year?	If more than 3 restraints this year, date of Behavior Plan review meeting:
9/15/2017 14:25	Jefferson Elementary		9/15/2017 11:11	STUDENT refused to work in the resource room and began throwing objects and flipping over items in the break area. STUDENT began sliding self along floor and kicking the bottom of desks. Once STUDENT walked to the office on her own, STUDENT completed 6 numbers on her work. However, when STUDENT was asked to continue working, she refused, began disagreeing with aide directions, climbing around the floor, attempt to lay upside down on the sick bed bag, and trying to flee the work space. After Mrs. Wyman told STUDENT she needed to stay in the space, STUDENT began pulling on Mrs. Wyman's arms and wrists as Mrs. Wyman was holding the door.	STUDENT was offered a break and continued to refuse and become disruptive in the break area.	CPI Control position	None	Continue behavior plan; parent contact made to mother, who indicated STUDENT has not been on medication this week. Mom has noticed a difference at home with STUDENT's behavior. Mom called back in about 15 minutes to inform the school the doctor's office indicated STUDENT's medication will be available once again. Grandmother came to pickup STUDENT at 11:20am	Kate Wyman	Kate Wyman	No	No	
9/18/2017 10:41	Jefferson Elementary		9/18/2017 10:41	STUDENT participated in her social work lesson with Mrs. Cross. On the way back to class, STUDENT began to slow down and walked very slowly back to class. Once near the door, STUDENT slumped to the floor and refused to go inside the classroom. Once the hallway was beginning to fill with students transitioning from class to class, STUDENT refused to get up after counting back and lat across hallway. STUDENT was asked to move and back and forth out of the way, kicked Mrs. Pearce and hit Mrs. Pearce with her hand. Mrs. Worsell, Mrs. Pearce, and hit Mrs. Pearce with her hand. Mrs. Worsell, Mrs. Pearce, and hit Mrs. Pearce with her hand. Mrs. Worsell, Mrs. Pearce, and hit Mrs. Pearce with her hand.	Choices given; extended time to process	CPI Control and CPI Transport Position	Mrs. Pearce was kicked in legs and hit with hands	Continue behavior plan; Parent/Staff conference	Mrs. Cross, Mrs. Worsell, Mrs. Pearce, Coach Lowder	Kate Wyman	No	No	
10/4/2017 11:35	Jefferson Elementary		10/4/2017 10:10	It was time for STUDENT to go to Mrs. Worsell's classroom for Reading. She refused to go to the resource room. She laid down in the hallway and said to the aide, "I don't want to go to the resource room." Mrs. Worsell set the timer for STUDENT to make a choice. STUDENT did not respond to prompts or to timer. Mrs. Wyman was called and asked for her to make a good choice. STUDENT did not respond and students in the primary wing were moving classes and in the hallway for lunch. Other members of the CPI team were called to assist.	Multiple verbal prompts, student choice given option to begin time in the break area of the resource room, timer set, Transport Position (modified)	CPI Control and CPI Transport Position (modified)	N/A	Continue behavior plan; schedule problem-solving team meeting	Mrs. Kate Wyman, Mrs. Nadine Worsell, Mr. Pat Lowder	Kate Wyman	No	Yes	10/17/2017
10/11/2017 11:14	Jefferson Elementary		10/11/2017 9:10	STUDENT refused to comply in the general education classroom. STUDENT went to the Special Education classroom and began to kick the divider and refuse work. She then began crawling on the floor and then in the hallway, kicking tables and crawling away. Once in the office, she began kicking Mrs. Wyman, the walls, and door. She has refused to complete work, with the exception of one math activity from 8:45am-11:10am.	Student choice; Behavior Plan praise	CPI Transport Position (modified - hallway), CPI Control Position (office)	STUDENT was sent back to Mrs. Wyman with her bare feet in the office	Meeting scheduled for 10/17/17 with parents and staff	Mrs. Wyman & Coach Lowder (hallway), Mrs. Wyman (office)	Kate Wyman	No	Yes	10/17/2017
12/15/2017 9:47	Jefferson Elementary		12/14/2017 11:11	STUDENT had attempted to bite a friend during PE class. He was sent back to class for his choice. He refused to follow the classroom management plan of giving a cube to Mrs. Hochstetler for being sent back from special. STUDENT was given 5 minutes to give the cube. He then threw the cubes across the room and refused to leave the classroom. STUDENT held onto the desk and began pushing the desk into students returning from special. STUDENT held the desk and needed to be restrained after STUDENT refused to leave the classroom or leave desk alone.	Think time offered. Choices - let go and come with me to talk about what happened or I will need to help you leave the classroom.	CPI Control Position	None	Classroom management system; provide break to cool down; continue emotion regulation strategies with social worker	Kate Wyman	Kate Wyman	No	No	

1/25/2018 7:46:22	Jefferson Elementary	1/24/2018 14:	<p>STUDENT returned to the classroom from RI Math at 1:50pm. She had two problems to complete from the class math lesson. STUDENT later reported the Math worksheet had frustrated her, but teacher reports STUDENT completed the worksheet and earned a 100% on worksheet. Class then moved on to a reading/LA activity that required students to find the base word. STUDENT became visibly frustrated with activity, though she completed part of the assignment. STUDENT required student and rereading of directions. Teacher offered to assist student at desk. Teacher offered break to student which student refused. Once students were being given a birthday cookie upon completion of the class, STUDENT (near designated break area) and began spinning around in teacher's chair demanding a cookie from home. STUDENT stated later she did not receive any cookies, while the class had 2. Teacher reports STUDENT had a cookie with white frosting in the morning and had not received a cookie from home. At some point, STUDENT tore up behavior chart and crumpled up work. Teacher ignored spinning and requests at first. STUDENT then began to throw items (papers, cards, etc) from back table toward teacher and class. The bell rang for dismissal and most of class dismissed. Mrs. Wyman was called to come to the classroom. Upon entering, Mrs. Wyman attempted to help STUDENT clean up mess and instructed two remaining students to exit the room. As Mrs. Wyman was cleaning up items near STUDENT, STUDENT continued to throw things and push nearby chair. STUDENT was asked to calm down and help Mrs. Wyman understand what had caused the upset. STUDENT then pushed table and went to get cookie packet. STUDENT then picked up the piecemeal and threw it at Mrs. Wyman's face and body. STUDENT then began to pull the class tags off of the wall which were secured with push pins. At that time, STUDENT was restrained with CPI control position. STUDENT began calling names "little punk" and "meanie". STUDENT began stomping the pinecones on the floor and attempting to kick the table and items nearby. STUDENT bit Mrs. Wyman's right hand and pulled her thumbs. STUDENT repeatedly kicked Mrs. Wyman. STUDENT requested to be "let go" and Mrs. Wyman stated she needed to calm down and not continue to throw things or kick because it was not safe. STUDENT then stated she was going to slide to the floor. At that time, STUDENT slid down and began hitting her head on the pinecones on the floor and attempting to bite the pinecones. Mrs. Wyman told STUDENT to stop. STUDENT stopped hitting her head, but continued to crunch the pinecones. Mrs. Wyman needed to call for help. At that time, STUDENT stood up. STUDENT began to call names and asked who Officer Cabell was. Mrs. Wyman walked back toward Mrs. Wyman and she began to once again throw pinecones at Mrs. Wyman and papers and cones. Once in the hallway, Mrs. Wyman requested assistance from Coach Lowder to escort STUDENT to the office to wait for Officer Cabell and more. Once in the office, STUDENT began tipping over chairs and hitting chair into the wall to make holes. STUDENT was again restrained to prevent harm to herself. STUDENT stated "she knew wrestling" and began to swing from Mrs. Wyman's arms and kick. STUDENT stated "she hated this school", "I'm going to say the f word", and continued to call names. STUDENT stated "I want to make you scared". Mrs. Wyman told STUDENT "I need you to calm down. I want you to be safe. STUDENT told Mrs. Wyman to "let her go" because she needed to attend CORE (church program). Mrs. Wyman asked if STUDENT was going to calm down and "I can not sure you will be going to CORE tonight". Mrs. Wyman then asked "Core makes me calm" and the broke down. Mrs. Wyman told STUDENT that she was going to let go and asked STUDENT to sit down. STUDENT immediately went under the table and curled up in a ball. STUDENT remained on the floor, only talking to tell Mrs. Wyman "You are on my side" when Mrs. Wyman moved locations in the office and telling Mrs. Wyman "to stop writing". When Officer Cabell arrived, STUDENT was safe on the floor with chairs blocking her from seeing him. After several attempts and responses of "it's none of your business", STUDENT began to talk to Officer Cabell and Mrs. Wyman. STUDENT stated she was concerned the questions would lead us to help her by saying "that's going to make me tell you". [1]</p>	<p>Initially ignored attention-seeking behavior. Wait time: Break offered; Choices given; Minimize audience by dismissal of class; Limited verbal exchange and claiming statements "Calm down" "Help me to understand why you are frustrated"</p>	<p>CPI Control Position - name calling, kicking, biting, CPI Transport Position - STUDENT said "Weeeeeee" during transport as if she was having fun.</p>	<p>Mrs. Wyman - red marks on right hand from bite, right foot was stomped on, multiple kicks to right ankle and shin (causing sore lower back from swinging legs during transport ("I know wrestling")</p>	<p>Continued use of behavior plan and break area, school team met to discuss current approach and create plan; documentation of events shared with problem-solving team currently evaluating STUDENT</p>	Mrs. Wyman, Mr. Lowder	Kate Wyman	No	No
-------------------	----------------------	---------------	--	---	--	--	--	------------------------	------------	----	----

10/10/2018 22:34	Jefferson Elementary	10/10/2018 14	STUDENT had a morning of refusals with very little points earned. She chose to remain in the special education room and colored or read instead of working. She refused to go to recess, but did choose to eat lunch in the office instead of the cafeteria. STUDENT participated in reading for a period of time, but then refused to do much of what was asked of her in the afternoon. At 2:30pm, Mrs. Worstall told STUDENT it was time to head to her classroom to get ready to go home for the day. STUDENT refused and went to a corner of the room. Mrs. Wynman was called to the room. Mrs. Wynman asked STUDENT if there was a reason she didn't want to go home and STUDENT did not respond. STUDENT was ending and she needed to get ready to go. STUDENT was offered choices to walk to the room on her own or have help walking. STUDENT refused, sliding her tongue out at Mrs. Wynman. An additional member of the CPI Team was called to the room to escort STUDENT to go home for the day. STUDENT refused to stand up or walk on her own so the CPI Team members (Coach Lowder and Mrs. Wynman) used CPI Transport Position to assist STUDENT in standing and walking across classroom until STUDENT stated she would walk on her own.	Choices were presented - walk on own, walk with help. Behavior Plan was followed (see copy in folder) - did not meet daily goal	No injuries reported through staff was kicked and hit	Follow behavior plan: Follow-up school meeting is being scheduled for end of October with team	Kate Wynman, Pat Lowder	Kate Wynman - written 10/11/18; Mrs. Worstall contacted room by phone & behavior point sheet on 10/10/18	No	No	11/12/2018	
10/17/2018 13:11	Jefferson Elementary	10/17/2018 11	STUDENT refused to go to class, get up off floor, demanded various things (food, friend, etc), kicked and scratched property and persons	Choices Offered Behavior Plan reinforced Movement/Sensory Break	CPI Control Position: STUDENT threw items at Mrs. Wynman, attempted to bite Mrs. Wynman, kicked Mrs. Wynman multiple times, and spit in Mrs. Wynman's hair and office	KW - kicked in leg	Follow behavior plan (FBA) and reward system Schedule meeting with team	Kate Wynman	Kate Wynman	Yes	11/12/2018	
10/30/2018 16:31	MJHS	10/30/2018 11	STUDENT was eating lunch in the lunchroom. He became upset with no clear trigger as seen by the aide with him. STUDENT refused to correct math problems. STUDENT did not want to stop using her iPad so she tore the math paper up, began crawling around classroom, & moving/pushing things around the classroom. STUDENT hollered for another student and waited to go find her. STUDENT attempted to exit classroom, scratched the ankle of 1:1 aide. STUDENT was informed she needed to be calm or held (restraint). STUDENT continued to yell and attempt to flee. STUDENT was restrained by SW after choices offered and then bit SW on arm.	Sensory chew stick, bean bag chair, deep breathing	Two person. The student screamed and continued to attempt self injury by biting. Staff spoke to STUDENT in a calm voice encouraging him to breathe and that he is okay.	There were no staff injuries. The student had scratch marks on his neck and a bite mark on his leg prior to when we were able to intervene.	We continue to work with the OT to provide sensory supports to the student and we are also working through trying social story supports.	Abby Everett	E-mail to PARENT	No	No	11/12/2018
11/2/2018 12:09	Jefferson Elementary	11/2/2018 11	At about 1:30 this afternoon, Mrs. Rollins brought STUDENT to the office and indicated that he was having a very rough afternoon. He did a lot of pacing around the room, but eventually I was able to get him to calm down and talk to me. After about 15 minutes, he indicated that he was ready to return to class. I walked him down to Mrs. Rollins' room, but it became clear that he was not ready to return to class. He eventually ran into Mrs. Torason's room and then down the hall to Mrs. Gunn's room. I escorted him back to the office and told Mrs. Shaw to contact his parents about picking him up early. While we waited for his parents to arrive, STUDENT became very agitated and unsafe. I tried using the TBRI Life Skill language to de-escalate him, but I think he was too far gone to be rational. Unfortunately, I had to physically restrain STUDENT several times to keep both of us safe.	Behavior plan utilized Choices offered If, Then...	Scatched right ankle, drawing blood of 1:1 Aide and Bite mark on forearm of social worker	Meeting with mom planned, Behavior Plan incentives	Kelly Hobson	Kate Wynman	No	Yes	11/12/2018	
11/6/2018 15:30	Gundy Elementary	11/6/2018 13	See above.	I held STUDENT from behind and eventually went down to the floor together.	None	Continued use of the TBRI Life Skill language.	Michael Saunders	Michael Saunders	No	No	11/12/2018	

12/14/2018 12:34	Jefferson Elementary	8/23/17	Lincoln Elementary	12/14/2018 11:10	STUDENT had become fidgeting in the classroom and refused to participate in Math. Her 1:1 aide had offered STUDENT paper to tear to get out her frustrations. Immediately STUDENT went to get scissors and was holding them in a way that was not appropriate for cutting the paper, which she had hoped to use them for. The aide took the scissors away and STUDENT became visibly upset and explosive. She began hitting staff with her stuffed animal and "head bumping" them. STUDENT then began pulling on staff member's clothes in an attempt to get the scissors back. Mrs. Wyman entered the room for a different purpose and observed the situation. When approaching the situation, STUDENT then asked the other staff members to create distance to avoid injury and Mrs. Wyman approached STUDENT. STUDENT immediately began hitting Mrs. Wyman with the stuffed animal and kicking her with her boots. Mrs. Wyman asked STUDENT to stop and she continued. STUDENT was restrained when she would not stop biting even after staff walked away. STUDENT was offered the choice of sitting down to calm down or being transported to calm down out of the room as several other students were sent out of the room due to the disruption. STUDENT began yelling she was calm. Staff asked STUDENT to show us calm. Staff determined we would transport her out of the room to allow instruction to continue. During transport, STUDENT bit and kicked and hit Mrs. Wyman. Eventually, STUDENT calmed in the basement reading room. At the conclusion, she was told she had three options for a place to work - Mrs. Shaffer's classroom, the office, or a table in the hallway. STUDENT then walked on her own to 3rd grade hallway to complete a drawing. Event lasted for 45+ minutes	Alternative activity provided, Choices offered during escalation; Option to Move	CPI Control position - STUDENT did not announce the location of her body or the area. Staff acknowledged and released her on one occasion, until she began hitting again. CPI Transport Position	Mrs. Wyman was hit in several locations on body, kicked with boots on both legs, & bit on left arm.	Behavior plan; alternative placement is being explored; utilize CPI Team when appropriate	Mrs. Wyman & Mrs. Worstell	Kate Wyman	No	Yes
8/23/17	Lincoln Elementary	8/23/17	Lincoln Elementary	8/23/17	Paper copy in file								
9/28/17	Lincoln Elementary	9/28/17	Lincoln Elementary	9/28/17	Paper copy in file								
11/20/17	Lincoln Elementary	11/20/17	Lincoln Elementary	11/20/17 @ 11:20									
12/4/17	Lincoln Elementary	12/4/17	Lincoln Elementary	12/4/17 @ 8:30	Paper copy in file								
12/4/17	Lincoln Elementary	12/4/17	Lincoln Elementary	12/4/17 @ 2:4	Paper copy in file								
12/3/18	Hammitt	12/3/18	Hammitt	12/3/18	Paper copy in file								
11/2/18	Hammitt	11/2/18	Hammitt	11/2/18	Paper copy in file								
10/31/18	Hammitt	10/31/18	Hammitt	10/31/18	Paper copy in file								
10/18/18	Hammitt	10/18/18	Hammitt	10/18/18	Paper copy in file								
10/12/18	Hammitt	10/12/18	Hammitt	10/12/18	Paper copy in file								
10/19/18	Hammitt	10/19/18	Hammitt	10/19/18	Paper copy in file								

Student Physical Restraint Incident ReportBuilding: Lincoln

Student Name: [REDACTED]

Date of Restraint: 11-20-17 Start/End Time: 11:20-12:40

Physical Restraint means holding a student or otherwise restricting movements through the use of specific, planned techniques by trained staff and staff trained/supervised by other trained staff. Staff shall be trained every 2 years through TMCSEA or by other certified trainers. Physical Restraint may only be used when the student poses a physical risk to himself/herself or others, there is no medical contraindication to its use, and the staff applying the restraint have been trained in its safe application. Verbal displays of disrespect or threats shall not be considered as constituting a physical danger. Students are to be released from restraint immediately upon determination by staff that student is no longer in imminent danger of causing physical harm to himself/herself or others.

Restraint does not include momentary periods of physical restriction by direct physical contact, 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 or to remove a disruptive student who is unwilling to leave the area voluntarily.

Describe relevant events preceding the incident:

[REDACTED] was on break & did not want to go back to work. Laid on ground for 20 minutes / we ignored. Then he started climbing on cabinet; hitting and

Describe interventions and efforts attempted prior to use of restraint: kicking staff when redirected.
As said above.

Classroom staff ignored [REDACTED]'s behavior until he became a safety risk.

Document the type of restraint utilized, student behavior during restraint and other interactions between staff and student during restraint:

Held feet so he couldn't kick. He would go from very quiet to continued hitting/kicking. Very up & down. Arms were crossed; held close to body. At times, mask placed over [REDACTED]'s mouth due to spitting.

Injuries resulting (student/staff):

None, though staff were hit & kicked

Planned Approaches for future behavior:

Looking into options.

Has student been restrained more than 3 times this school year? yes If yes, complete Form 7:190-AP3 (b)

Staff involved in restraint: Julie Albers, Megan Levitt, Lorrie Knapp

On 11-20-17 (within 24 hrs.)

Assistant Superintendent or Superintendent must be notified by end of same school day.

Julie Albers

Student Physical Restraint Incident ReportBuilding: Lincoln

Student Name: [REDACTED]

Date of Restraint: 12-4-17Start/End Time: 2:40/2:50
8:35/8:45

Physical Restraint means holding a student or otherwise restricting movements through the use of specific, planned techniques by trained staff and staff trained/supervised by other trained staff. Staff shall be trained every 2 years through TMCSEA or by other certified trainers. Physical Restraint may only be used when the student poses a physical risk to himself/herself or others, there is no medical contraindication to its use, and the staff applying the restraint have been trained in its safe application. Verbal displays of disrespect or threats shall not be considered as constituting a physical danger. Students are to be released from restraint immediately upon determination by staff that student is no longer in imminent danger of causing physical harm to himself/herself or others.

Restraint does not include momentary periods of physical restriction by direct physical contact, 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 or to remove a disruptive student who is unwilling to leave the area voluntarily.

Describe relevant events preceding the incident: [REDACTED] was hitting, kicking, spitting and trying to bite adults & self.

Describe interventions and efforts attempted prior to use of restraint:

[REDACTED] was offered techniques to cool down, verbal prompts; space to calm down & cool off in Mrs. Peterson's office.

Document the type of restraint utilized, student behavior during restraint and other interactions between staff and student during restraint:

We used a team restraint on the ground both times. His arms & legs were restrained. During the restraints he was laughing, hitting, kicking, spitting & attempting to bite staff and self.

If restraint lasted longer than 15 minutes, complete Form 7:190-AP3 (b)

Injuries resulting (student/staff): None

Planned Approaches for future behavior: Continue working with [REDACTED] on safe replacement behavior. Safe Hands, Safe Feet, Safe Mouth

Has student been restrained more than 3 times this school year? _____ If yes, complete Form 7:190-AP3 (b)

Staff involved in restraint: Lorrie Knapp, Megan Levitt, Lauren Pratt, Michelle Peterson

Parent Written Notification by Michelle Peterson (Principal) on 12-5-17 (within 24 hrs.)

Assistant Superintendent or Superintendent must be notified by end of same school day.

Student Name: _____

Date of Birth: _____

The Baby Fold's Hammitt School Behavior Management and Crisis Intervention Procedures

The ultimate purpose of all treatment procedures used at Hammitt School is to help students develop and internalize positive, adaptive behaviors that will allow them to function successfully in a less restrictive educational setting (ideally, a public school). Hammitt School uses an integrated approach to treatment that involves many components; this form focuses on the behavior management and crisis intervention procedures we use. Behavior management techniques are only used to help a student develop more adaptive behaviors, learn self-control, and learn to assume responsibility for his or her actions. Crisis intervention procedures (restraint and seclusion) may only be used when a student is presenting a danger to him/herself or others and less restrictive interventions are unsuccessful.

The primary approach to behavior management/crisis intervention at Hammitt School is a positive one that focuses on trauma-informed behavioral interventions. We also attempt to match our response to the situation, and use the lowest level response possible when we provide behavioral support or management. The "levels of response" we use are:

- **Lowest Level ("Playful"):** Redirect the student in a supportive fashion; if the student complies, there is no need for additional intervention. This may also involve ignoring mild problematic behaviors (called **Extinction**), reinforcing appropriate behaviors, and using **Natural Consequences** (allowing a "naturally occurring" consequence – for example, if a student breaks a toy they can no longer play with the toy).
- **Second Level ("Structured"):** Pause the situation; offer choices if possible, and use behavioral "re-dos" (**Redirection**) to help students feel more successful and build "muscle memory" for positive behaviors.
- **Third Level ("Calming"):** Assist the student in regulating their emotions; if needed, **Time Out** procedures, **Logical Consequences**, **Positive Practice**, and **Restitution** (all defined below) may be used.
- **Highest Level (Crisis Intervention):** If the student is actively dangerous and other options have been exhausted, **restraint** or **seclusion** may be needed to ensure safety. The goal is to return to Playful Engagement (Level 1) as soon as possible.

Definitions

1. **Time Out Procedures:** Used to reduce inappropriate behaviors by (1) removing the student from the opportunity to receive reinforcement; (2) providing the student with the opportunity to observe appropriate behavior (Sit Out); and (3) training behavioral self-control. Once a student demonstrates self-control, the procedure is ended, the student returns to the group, and Playful Engagement resumes. More restrictive procedures are only used when less restrictive procedures prove to be ineffective. **Cognitive interventions** (e.g., problem-solving techniques) may be used during these procedures if they assist the student in regaining self-control. Time out procedures include:
 - a. **Sit Out:** The student moves a few feet away from the group (and is typically seated on the floor or a beanbag chair) so that observation is possible but participation is not until self-control is regained.

I acknowledge that I have been given an overview of the Behavior Management and Crisis Intervention Procedures used at The Baby Fold, and these procedures have been explained to my satisfaction. I understand that if I have questions about these procedures now or at any time, they will be answered by Baby Fold staff. I hereby consent to the use of these procedures with my student

[REDACTED]. I understand that I will be informed of all instances when Restraint and Seclusion are used with the above named student.

[REDACTED]
Signature of Parent/Guardian

MOTHER

Relationship to Student

Carlie Evans

Signature of District Representative

Director of Student Support Services

Title

11/12/18

Date

Completed at IEP Staffing ONLY!

My school district has offered me a written copy of the "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities." Initials [REDACTED]

Hammitt Junior-Senior High School
612 Oglesby Avenue
Normal, IL 61761

FROM: Miranda Campbell, Principal Hammitt Junior-Senior High School
DATE: 12-10-2018

As you are aware, many students referred for placement at Hammitt Junior-Senior High School may exhibit a variety of behaviors that could result in injury to self or others. These aggressive, assaultive and/or self-abusive behaviors require crisis intervention techniques to prevent the student from harming themselves or others. When students are placed at Hammitt Junior-Senior High School, the local school district and parent/guardians are informed of the crisis intervention techniques utilized by Hammitt Junior-Senior High School staff, and these techniques are incorporated as part of the child's Individualized Educational Plan (IEP).

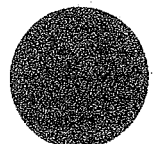
In order to improve reporting procedures related to the use of seclusion time out and/or physical restraint, we will be sending you a summary outlining the use of these procedures with your student at Junior-Senior High School. If you have any questions or would like additional information related to this report, please feel free to contact me at Hammitt Junior-Senior High School-The Baby Fold.

Name:

[REDACTED]

Date: 12-3-18 - Seclusion

File
Parent
School District



Hammitt Junior-Senior High School
612 Oglesby Avenue
Normal, IL 61761

SECLUSION /PHYSICAL RESTRAINT LETTER

Date: 11-8-2018
To: Parent/Guardian, School District, and Special Education District
From: Miranda Campbell, Principal Hammitt Junior-Senior High School

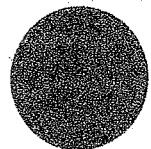
As you are aware, many students referred for placement at Hammitt Junior-Senior High School may exhibit a variety of behaviors that could result in injury to self or others. These aggressive, assaultive and/or self-abusive behaviors require crisis intervention techniques to prevent the student from harming others or themselves. When students are placed at Hammitt Junior-Senior High School, the local school district and parent/guardians are informed of the crisis intervention techniques utilized by Hammitt Junior-Senior High School, and these techniques are incorporated as part of the child's Individualized Educational Plan (IEP).

In order to improve reporting procedures related to the use of seclusion time out and/or physical restraint, we are sending you a summary outlining the use of these procedures with your student. If you have any questions or would like additional information related to this report, please feel free to contact me at Hammitt Junior-Senior High School -The Baby Fold.

Student: 

Date: 11-2-18 Seclusion

File
Parent/Guardian
School District/Special Education District



Hammitt Junior-Senior High School
612 Oglesby Avenue
Normal, IL 61761

SECLUSION / PHYSICAL RESTRAINT LETTER

Date: 11-13-2018
To: Parent/Guardian, School District, and Special Education District
From: Miranda Campbell, Principal Hammitt Junior-Senior High School

As you are aware, many students referred for placement at Hammitt Junior-Senior High School may exhibit a variety of behaviors that could result in injury to self or others. These aggressive, assaultive and/or self-abusive behaviors require crisis intervention techniques to prevent the student from harming others or themselves. When students are placed at Hammitt Junior-Senior High School, the local school district and parent/guardians are informed of the crisis intervention techniques utilized by Hammitt Junior-Senior High School, and these techniques are incorporated as part of the child's Individualized Educational Plan (IEP).

In order to improve reporting procedures related to the use of seclusion time out and/or physical restraint, we are sending you a summary outlining the use of these procedures with your student. If you have any questions or would like additional information related to this report, please feel free to contact me at Hammitt Junior-Senior High School - The Baby Fold.

Student: [REDACTED]

Date: 10-31-18 Seclusion

File:
Parent/Guardian
School District/Special Education District

Hammitt Junior-Senior High School
612 Oglesby Avenue
Normal, IL 61761

SECLUSION / PHYSICAL RESTRAINT LETTER

Date: 11-1-2018
To: Parent/Guardian, School District, and Special Education District
From: Miranda Campbell, Principal Hammitt Junior-Senior High School

As you are aware, many students referred for placement at Hammitt Junior-Senior High School may exhibit a variety of behaviors that could result in injury to self or others. These aggressive, assaultive and/or self-abusive behaviors require crisis intervention techniques to prevent the student from harming others or themselves. When students are placed at Hammitt Junior-Senior High School, the local school district and parent/guardians are informed of the crisis intervention techniques utilized by Hammitt Junior-Senior High School, and these techniques are incorporated as part of the child's Individualized Educational Plan (IEP).

In order to improve reporting procedures related to the use of seclusion time out and/or physical restraint, we are sending you a summary outlining the use of these procedures with your student. If you have any questions or would like additional information related to this report, please feel free to contact me at Hammitt Junior-Senior High School -The Baby Fold.

Student 

Date: 10-18-18 Seclusion

File
Parent/Guardian
School District/Special Education District

Hammitt Junior-Senior High School
612 Oglesby Avenue
Normal, IL 61761

SECLUSION / PHYSICAL RESTRAINT LETTER

Date: 10-24-2018
To: Parent/Guardian, School District, and Special Education District
From: Miranda Campbell, Principal Hammitt Junior-Senior High School

As you are aware, many students referred for placement at Hammitt Junior-Senior High School may exhibit a variety of behaviors that could result in injury to self or others. These aggressive, assaultive and/or self-abusive behaviors require crisis intervention techniques to prevent the student from harming others or themselves. When students are placed at Hammitt Junior-Senior High School, the local school district and parent/guardians are informed of the crisis intervention techniques utilized by Hammitt Junior-Senior High School, and these techniques are incorporated as part of the child's Individualized Educational Plan (IEP).

In order to improve reporting procedures related to the use of seclusion time out and/or physical restraint, we are sending you a summary outlining the use of these procedures with your student. If you have any questions or would like additional information related to this report, please feel free to contact me at Hammitt Junior-Senior High School -The Baby Fold.

Student: [REDACTED]

Date: 10-12-18 - Seclusion
10-19-18 - Seclusion

File
Parent/Guardian
School District/Special Education District

Student Physical Restraint Incident ReportBuilding: LincolnStudent Name: [REDACTED] Date of Restraint: September 26, 2017 Start/End Time: 1:15-1:30

Physical Restraint—means holding a student or otherwise restricting movements through the use of specific, planned techniques by trained staff and staff trained/supervised by other trained staff. Staff shall be trained every 2 years through TMCSEA or by other certified trainers. Physical Restraint may only be used when the student poses a physical risk to himself/herself or others, there is no medical contraindication to its use, and the staff applying the restraint have been trained in its safe application. Verbal displays of disrespect or threats shall not be considered as constituting a physical danger. Students are to be released from restraint immediately upon determination by staff that student is no longer in imminent danger of causing physical harm to himself/herself or others.

Restraint does not include momentary periods of physical restriction by direct physical contact, 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 or to remove a disruptive student who is unwilling to leave the area voluntarily.

Describe relevant events preceding the incident:

[REDACTED] was refusing to complete a reading test. The reading test should have been taken on Friday, but he has refused to take the test each day since. Today he stated that he wanted to take a nap instead. His aide and the resource teacher explained that taking a nap in school was not an option. He began stating that he was angry and would not stop being angry until he got his nap. The resource teacher again stated that he needed to complete the test. He began throwing books at the resource teacher and telling her that he would not listen to what she had to say. The resource teacher told him that he would need to pick up the books he threw. He stated that he would not. The resource teacher took a picture of the mess to put in his file and to document what had occurred. He became very angry and started throwing more books, stating that she would not win and he would get his revenge. He then stopped throwing the books and started to kick, hit and pinch the resource teacher. The one on one aide was asked to get the other resource teacher to assist. At this point, [REDACTED] grabbed two pair of scissors that were on the teachers desk and started to come at the resource teacher with them. The other resource teacher entered the room and he tried to come at her with the scissors. The resource teachers were able to get the scissors away from him. At this time, he ran out of the room and down the hall. One of the teachers asked for assistance from the principal. [REDACTED] had barricaded himself in the lost in found area. He was asked multiple times to come to the office. He continued to refuse, so we escorted him to the office. Once in the office, he became physically violent again by hitting and kicking the resource teachers and principal.

Describe interventions and efforts attempted prior to use of restraint:

[REDACTED] was offered a break, calming techniques were reviewed, alternate choices were given and repeated, he was asked to sit on the carpet.

Document the type of restraint utilized, student behavior during restraint and other interactions between staff and student during restraint:

Since [REDACTED] would not stop hitting and kicking the resource teachers and principal, CPI restraint was used while [REDACTED] was sitting in a chair. We tried to release many times, but each time resulted in him kicking and hitting. [REDACTED] was released when he calmed down and was not trying to hurt others. He was asked to relax and take deep breaths and count to ten, which he responded that he could not do that and that doesn't work. He was able to relax when he became tired from the struggle.

If restraint lasted longer than 15 minutes, complete Form 7:190-AP3 (b)

Assistant Superintendent or Superintendent must be notified by end of same school day.

Injuries resulting (student/staff): Resource teacher had red marks on arms from being pinched.

Planned Approaches for future behavior: continue with implementing behavior plan and scheduled breaks. We will also allow unplanned breaks throughout the day as [redacted] needs them.

Has student been restrained more than 3 times this school year? no If yes, complete Form 7:190-AP3 (b)

Staff involved in restraint: Julie Albers, Diane Puetz and Molly Stephens

Julie Albers
9-26-17

Assistant Superintendent or Superintendent must be notified by end of same school day.

Copy of report placed in student's temporary record

Revised 8/13 DA/SPED

Student Physical Restraint Incident ReportBuilding: LincolnStudent Name: [REDACTED] Date of Restraint: August 23, 2017 Start/End Time: 12:15-12:40

Physical Restraint—means holding a student or otherwise restricting movements through the use of specific, planned techniques by trained staff and staff trained/supervised by other trained staff. Staff shall be trained every 2 years through TMCSEA or by other certified trainers. Physical Restraint may only be used when the student poses a physical risk to himself/herself or others, there is no medical contraindication to its use, and the staff applying the restraint have been trained in its safe application. Verbal displays of disrespect or threats shall not be considered as constituting a physical danger. Students are to be released from restraint immediately upon determination by staff that student is no longer in imminent danger of causing physical harm to himself/herself or others.

Restraint does not include momentary periods of physical restriction by direct physical contact, 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 or to remove a disruptive student who is unwilling to leave the area voluntarily.

Describe relevant events preceding the incident:

[REDACTED] was having difficulties following directions and using appropriate words during his A.M. classes. He had not earned enough points to receive a reward at lunch time. [REDACTED] went to lunch with paraprofessional and when informed that he had not earned his reward he became very angry. He ran yelling down the hall to the principal's office.

Describe interventions and efforts attempted prior to use of restraint:

[REDACTED] was offered a break, calming techniques were reviewed, alternate choices were given and repeated, he was asked to sit in a chair, a drink and snack/lunch were offered

Document the type of restraint utilized, student behavior during restraint and other interactions between staff and student during restraint:

[REDACTED] continued to resist help and was not making good choices. He tried to hurt others by throwing a container of pens at his resource teacher, trying to bite, pinch, hit and kick the resource teacher and principal.

At this point, the resource teacher and principal used CPI restraint while [REDACTED] was sitting in a chair. We tried to release many times, but each time resulted in him kicking and hitting. [REDACTED] was released when he calmed down and was not trying to hurt others. He was asked to relax and take deep breaths, which he responded that he could not do that and that doesn't work. He was able to relax when he became tired from the struggle.

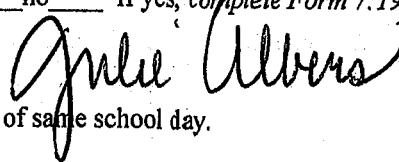
If restraint lasted longer than 15 minutes, complete Form 7:190-AP3 (b)

Injuries resulting (student/staff):

no

Planned Approaches for future behavior: continue with implementing behavior plan and scheduled breaks. We will also allow unplanned breaks throughout the day as [REDACTED] needs them.

Has student been restrained more than 3 times this school year? no If yes, complete Form 7:190-AP3 (b)

Staff involved in restraint: Julie Albers and Molly Stephens

Assistant Superintendent or Superintendent must be notified by end of same school day.

Parent notified 8/24/17.

Copy of report placed in student's temporary record

Student Physical Restraint Incident Report

Student [REDACTED] Date of Restraint August 23, 2017 Start/End Time: 12:15 -12:40 P.M.

Physical Restraint lasting longer than 15 minutes (or for repeated episodes within a 3 hour period) requires that a certified staff person who is knowledgeable about and trained in the use of physical restraint must evaluate the situation and document the following:

I evaluated the appropriateness of continue the restraint procedure in use, including the student's potential need for medication; nourishment, restroom and the need for alternate strategies (e.g., assessment by a mental health crisis team, police, or medical personnel). The restraint was continued based on the following observations:

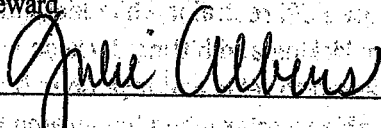
The restraint lasted for 25 minutes. [REDACTED] tried to hurt others by throwing a container of pens at his resource teacher, trying to bite, pinch, hit and kick the resource teacher and principal. [REDACTED] was released when he calmed down and was not trying to hurt others. He was asked to relax and take deep breaths, which he responded that he could not do that and that doesn't work. He was able to relax when he became tired from the struggle.

Signature of certified staff member: Molly Stephens

For Students experiencing 3 or more instances of Physical Restraint within one academic year, the school personnel shall initiate a review of the effectiveness of the procedure(s) used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or the use of other, specified interventions. This review can and should consider the potential need for special education or alternative placement. Parents are to be a part of the review meeting and must be provided with 10 days written notice of the scheduled review and topics (i.e., prepare behavior plan, discuss possible special education evaluation, etc.).

Review Meeting scheduled for [REDACTED] He has a behavioral plan for making good choices, completing work and using nice hands, feet and words. He is evaluated on these objectives every 10 minutes. If he succeeds at 75%, then he will earn a reward in the morning and then again in the afternoon. [REDACTED] was angry that he did not earn his morning reward and did not feel that it was fair that he did not get a reward.

Signature of Building Principal:



School Building:

Lincoln

Student Physical Restraint Incident Report-AP7:190-AP4(a)

* Required

Building *

- ☐ Grundy Elementary
- ☐ Lincoln Elementary
- ☐ Jefferson Elementary
- ☐ Brown Elementary
- ☐ MJHS
- ☐ MHS
- ☐ Morton Academy

Student Name *

Your answer

Date of Restraint *

Date

mm/dd/yyyy

Time

: AM ▼

Describe Relevant Events Preceding the Incident *

Your answer

Describe interventions and efforts attempted prior to use of restraint *

Your answer

Document the type of restraint utilized, student behavior during restraint and other interactions between staff and student during restraint *

Your answer

Injuries resulting to either student or staff

Your answer

Planned Approaches for future behavior *

Your answer

Staff Involved in Restraint *

Your answer

Parent Written Notification by (name): *

Your answer

Did Restraint last longer than 15 minutes? *

☐ Yes

☐ No

Physical Restraint lasting longer than 15 minutes (or for repeated episodes within a 3 hour period) requires that a certified staff person who is knowledgeable about and trained in the use of physical restraint must evaluate the situation and document the following: I evaluated the appropriateness of continue the restraint procedure in use, including the student's potential need for medication, nourishment, restroom and the need for alternate strategies (e.g., assessment by a mental health crisis team, police, or medical personnel). The restraint was continued based on the following observations:

Your answer

Has student been restrained more than 3 times this school year? *

☐ Yes

☐ No

For Students experiencing 3 or more instances of Physical Restraint within one academic year, the school personnel shall initiate a review of the effectiveness of the procedure(s) used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or the use of other, specified interventions. This review can and should consider the potential need for special education or alternative placement. Parents are to be a part of the review meeting and must be provided with 10 days written notice of the scheduled review and topics (i.e., prepare behavior plan, discuss possible special education evaluation, etc.).
Review Meeting scheduled for :

Date

mm/dd/yyyy

SUBMIT

Never submit passwords through Google Forms.

This form was created inside of Morton Unit District 709. Report Abuse - Terms of Service

Google Forms

Student Physical Restraint Incident Report

Building: _____

Student Name: _____ Date of Restraint: _____ Start/End Time: _____

Physical Restraint –means holding a student or otherwise restricting movements through the use of specific, planned techniques by trained staff and staff trained/supervised by other trained staff. Staff shall be trained every 2 years through TMCSEA or by other certified trainers. Physical Restraint may only be used when the student poses a physical risk to himself/herself or others, there is no medical contraindication to its use, and the staff applying the restraint have been trained in its safe application. Verbal displays of disrespect or threats shall not be considered as constituting a physical danger. Students are to be released from restraint immediately upon determination by staff that student is no longer in imminent danger of causing physical harm to himself/herself or others.

Restraint does not include momentary periods of physical restriction by direct physical contact, 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 or to remove a disruptive student who is unwilling to leave the area voluntarily.

Describe relevant events preceding the incident: _____

_____Describe interventions and efforts attempted prior to use of restraint: _____

_____Document the type of restraint utilized, student behavior during restraint and other interactions between staff and student during restraint: _____

_____*If restraint lasted longer than 15 minutes, complete Form 7:190-AP3 (b)*

Injuries resulting (student/staff): _____

Planned Approaches for future behavior: _____

Has student been restrained more than 3 times this school year? _____ If yes, complete Form 7:190-AP3 (b)

Staff involved in restraint: _____

Parent Written Notification by _____ (Principal) on _____ (within 24 hrs.)

Assistant Superintendent or Superintendent must be notified by end of same school day.

Student Physical Restraint Incident Report

Student Name: _____ Date of Restraint: _____ Start/End Time: _____

Physical Restraint lasting longer than 15 minutes (or for repeated episodes within a 3 hour period) requires that a certified staff person who is knowledgeable about and trained in the use of physical restraint must evaluate the situation and document the following:

I evaluated the appropriateness of continue the restraint procedure in use, including the student's potential need for medication, nourishment, restroom and the need for alternate strategies (e.g., assessment by a mental health crisis team, police, or medical personnel). The restraint was continued based on the following observations: _____

Signature of certified staff member: _____

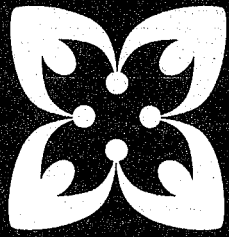
For Students experiencing 3 or more instances of Physical Restraint within one academic year, the school personnel shall initiate a review of the effectiveness of the procedure(s) used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or the use of other, specified interventions. This review can and should consider the potential need for special education or alternative placement. Parents are to be a part of the review meeting and must be provided with 10 days written notice of the scheduled review and topics (i.e., prepare behavior plan, discuss possible special education evaluation, etc.).

Review Meeting scheduled for _____

Signature of Building Principal: _____

School Building: _____

Appendix 4



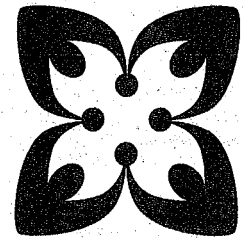
Participant Workbook

**NONVIOLENT CRISIS INTERVENTION®
FOUNDATION COURSE**



nonviolent crisis intervention®

Thank you for your participation in our program. If we can be of further assistance to you, your colleagues, or your facility, please contact CPI.



Crisis Prevention Institute

10850 W. Park Place
Suite 600
Milwaukee, WI 53224

t.: 800.558.8976

f.: 414.979.7098

tty.: 888.758.6048 (Deaf, hard of hearing, or speech impaired)

info@crisisprevention.com

crisisprevention.com

ADPQ1682

183185

PWKB0170
17-NCE-PWB-0517
07/17




Refresher Workbook

**NONVIOLENT CRISIS INTERVENTION®
FOUNDATION REFRESHER**



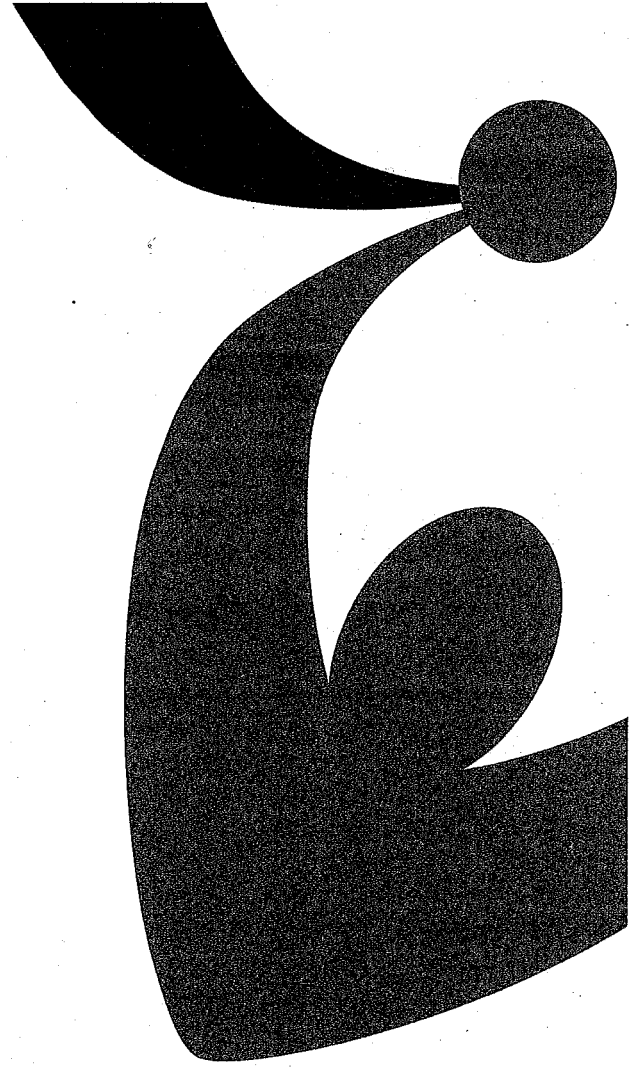
nonviolent crisis intervention®



RRP03558

111427

Thank you for your participation in our program. If we can be of further assistance to you, your colleagues, or your facility, please contact CPI.



Crisis Prevention Institute

10850 W. Park Place
Suite 600
Milwaukee, WI 53224

t:: 800.558.8976

f:: 414.979.7098

tty:: 888.758.6048 (Deaf, hard of hearing, or speech impaired)

info@crisisprevention.com
crisisprevention.com

PWKB0185
16-NCE-PWB-1027
12/16

ADMINISTRATIVE PROCEDURE**STUDENTS****Use of Physical Restraint**

This administrative procedure applies to all students. Physical restraint shall be used only as a means of maintaining discipline in schools (that is, as a means of maintaining a safe and orderly environment for learning) and only to the extent that it is necessary to preserve the safety of students and others. Physical restraint shall be used in administering discipline to individual students, that is, as a form of punishment. The use of physical restraint by any staff member shall comply with the Illinois State of Education rules, Section 1.285, Requirements for the Use of Physical Restraint. Physical restraint is defined as follows:

“Physical restraint” means holding a student or otherwise restricting his or her movements. “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: (1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or (2) remove a disruptive student who is unwilling to leave the area voluntarily.

The following shall also apply:

1. The circumstances under which physical restraint will be applied are limited to maintaining a safe and orderly learning environment. § 1.280(c)(1).
2. The ISBE rules are adopted as the District’s written procedure to be followed by staff for the use of physical restraint. § 1.280(c)(2).
3. When physical restraint is required in order to protect the safety of any students, at least one intervening staff member will be trained in crisis prevention and physical restraint.
4. The Building Principal is the school official who will be informed of incidents and maintain the documentation required pursuant to Section 1.285 when physical restraint is used. § 1.280(c)(3).
5. Building Principals shall notify parent of any incidents requiring physical restraint. School staff will complete a written incident report (see 7:190-AP4b) no later than 10 a.m. of the next school day.

6. The Building Principal shall compile a description of alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4).
§1.280(c)(5).
7. The Superintendent or designee shall compile an annual review of the use of physical restraint. The Building Principal shall report the following information to the Superintendent in order to facilitate the report's compilation: § 1.280(c)(6). (see form 7:190-AP4a)
 - a. The number of incidents involving the use of these interventions;
 - b. The location and duration of each incident;
 - c. Identification of the staff members who were involved;
 - d. Any injuries or property damage that occurred; and
 - e. The timeliness of parental notification and administrative review.

LEGAL REF.: 105 ILCS 5/10-20.31.
23 Ill. Admin. Code §§ 1.280 and 1.285.

ADOPTED: May 21, 2002
REVISED: June 16, 2010
REVIEWED: September 9, 2011
REVISED: August 16, 2013, February 7, 2014

Joint Committee on Administrative Rules

ADMINISTRATIVE CODE

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION
PART 1 PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION
SECTION 1.285 REQUIREMENTS FOR THE USE OF ISOLATED TIME OUT AND
PHYSICAL RESTRAINT

Section 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint

Isolated time out and physical restraint as defined in this Section shall be used only as means of maintaining discipline in schools (that is, as means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. Nothing in this Section or in Section 1.280 of this Part shall be construed as regulating the restriction of students' movement when that restriction is for a purpose other than the maintenance of an orderly environment (e.g., the appropriate use of safety belts in vehicles).

- a) "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted. The use of isolated time out shall be subject to the following requirements.
 - 1) Any enclosure used for isolated time out shall:
 - A) have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
 - B) be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing); and
 - C) be designed to permit continuous visual monitoring of and communication with the student.
 - 2) If an enclosure used for isolated time out is fitted with a door, either a steel door or a wooden door of solid-core construction shall be used. If the door includes a viewing panel, the panel shall be unbreakable.

- 3) An adult who is responsible for supervising the student shall remain within two feet of the enclosure.
 - 4) The adult responsible for supervising the student must be able to see the student at all times. If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.
- b) "Physical restraint" means holding a student or otherwise restricting his or her movements. "Physical restraint" as permitted pursuant to this Section includes only the use of specific, planned techniques (e.g., the "basket hold" and "team control").
- c) The requirements set forth in subsections (d) through (h) of this Section shall not apply to the actions described in this subsection (c) because, pursuant to Section 10-20.33 of the School Code [105 ILCS 5/10-20.33], *"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:*
- 1) *prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or*
 - 2) *remove a disruptive student who is unwilling to leave the area voluntarily.*
- d) The use of physical restraint shall be subject to the following requirements.
- 1) Pursuant to Section 10-20.33 of the School Code, physical restraint may only be employed when:
 - A) *the student poses a physical risk to himself, herself, or others,*
 - B) *there is no medical contraindication to its use, and*
 - C) *the staff applying the restraint have been trained in its safe application as specified in subsection (h)(2) of this Section.*
 - 2) 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 carry out the threat.
 - 3) Except as permitted by the administrative rules of another State agency operating or licensing a facility in which elementary or secondary educational services are provided (e.g., the Illinois Department of Corrections or the Illinois Department of Human Services), mechanical or chemical restraint (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.
 - 4) 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.

- 5) Any application of physical restraint shall take into consideration the safety and security of the student. Further, physical restraint shall not rely upon pain as an intentional method of control.
- 6) 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.
- 7) 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.

e) Time Limits

- 1) A student shall not be kept in isolated time out for longer than is therapeutically necessary, which shall not be for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.
- 2) A 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 physical harm to himself, herself, or others.

f) Documentation and Evaluation

- 1) A written record of each episode of isolated time out or physical restraint shall be maintained in the student's temporary record. The official designated pursuant to Section 1.280(c)(3) of this Part shall also maintain a copy of each of these records. Each record shall include:
 - A) the student's name;
 - B) the date of the incident;
 - C) the beginning and ending times of the incident;
 - D) a description of any relevant events leading up to the incident;
 - E) a description of any interventions used prior to the implementation of isolated time out or physical restraint;
 - F) a description of the incident and/or student behavior that resulted in isolated time out or physical restraint;

- G) a log of the student's behavior in isolated time out or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
 - H) a description of any injuries (whether to students, staff, or others) or property damage;
 - I) a description of any planned approach to dealing with the student's behavior in the future;
 - J) a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out or physical restraint;
 - K) the date on which parental notification took place as required by subsection (g) of this Section.
- 2) The school official designated pursuant to Section 1.280(c)(3) of this Part shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
 - 3) The record described in subsection (f)(1) of this Section shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.
 - 4) The requirements of this subsection (f)(4) shall apply whenever an episode of isolated time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period.
 - A) A licensed educator knowledgeable about the use of isolated time out or trained in the use of physical restraint, as applicable, shall evaluate the situation.
 - B) 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 (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - C) 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 official designated pursuant to Section 1.280(c)(3) of this Part.
 - 5) When a student has first experienced three instances of isolated time out or physical restraint, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used 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. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education.

- A) The district or other entity serving the student shall invite the student's parents or guardians to participate in this review and shall provide ten days' notice of its date, time, and location.
- B) The notification shall inform the parents or guardians that the student's potential need for special education or an alternative program will be considered and that the results of the review will be entered into the temporary student record.

g) Notification to Parents

- 1) A district whose policies on the maintenance of discipline include the use of isolated time out or physical restraint shall notify parents to this effect as part of the information distributed annually or upon enrollment pursuant to Sections 10-20.14 and 14-8.05(c) of the School Code [105 ILCS 5/10-20.14 and 14-8.05(c)].
- 2) Within 24 hours after any use of isolated time out or physical restraint, the school district or other entity serving the student shall send written notice of the incident to the student's parents, unless the parent has provided the district or other entity with a written waiver of this requirement for notification. The notification shall include the student's name, the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information.

h) Requirements for Training

- 1) Isolated Time Out
Each district, cooperative, or joint agreement whose policy permits the use of isolated time out shall provide orientation to its staff members covering at least the written procedure established pursuant to Section 1.280(c)(2) of this Part.
- 2) Physical Restraint
 - A) Physical restraint as defined in this Section shall be applied only by individuals who have received systematic training that includes all the elements described in subsection (h)(2)(B) of this Section and who have received a certificate of completion or other written evidence of participation. An individual who applies physical restraint shall use only techniques in which he or she has received training within the preceding two years, as indicated by written evidence of participation.
 - B) Training with respect to physical restraint may be provided either by the employer or by an external entity and shall include, but need not be limited to:
 - i) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
 - ii) a description and identification of dangerous behaviors on the part of students that may indicate the need for physical

restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

- iii) the simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- iv) instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- v) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- vi) demonstration by participants of proficiency in administering physical restraint.

- C) An individual may provide training to others in a particular method of physical restraint only if he or she has received written evidence of completing training in that technique that meets the requirements of subsection (h)(2)(B) of this Section within the preceding one-year period.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Appendix 5

Last	First	Date Trained	Hours	Expires	Card #	Notes
Albers	Julie	Trained prior		6/30/19		
Antonacci	Elizabeth	10/10/17	3	6/9/19		
Bair	Shelly	9/17/18	7	6/16/20		
Baker	Megan	10/10/17	7	6/9/19		
Bally	Carol	11/8/17	7	6/7/19		
Becker	Bob	1/8/18	7	6/7/20		
Behm	Brooke	10/10/17	7	6/9/19		
Beutel	Timothy	1/8/18	7	6/7/20		
Block	Dawn	10/10/17	7	6/9/19		
Breaux	Kaylie	10/10/17	7	6/9/19		
Brown	Stephanie	10/4/17	7	6/3/19		
Bunting	Amanda	10/10/17	3	6/9/19		
Callahan	Kaylee	10/10/17	3	6/9/19		
Cassidy	Julie	1/8/18	7	6/7/20		
Chan	Erin	10/10/17	7	6/9/19		
Christianson	Becky	11/8/17	7	6/7/19		
Cirilli	Kelsey	1/8/18	7	6/7/20		
Cross	Sandi	10/10/17	3	6/9/19		
Danner	Melissa	10/10/17	3	6/9/19		
DeBoer	Michelle	1/8/18	7	6/7/20		
Delong	Tory	11/8/17	7	6/7/19		
Dillard	Caitlin	9/17/18	7	6/16/20		
Durand	Rosie	10/4/17	7	6/3/19		
Ebbert	Dan	11/7/18	3	6/6/20		
Eisenmann	Jayne	11/8/17	7	6/7/19		
Everett	Abby	10/10/17	7	6/9/19		
Fisher	Angel	11/8/17	7	6/7/19		
Fountain	Denise	10/10/17	7	6/9/19		
Funk	Andrew	10/4/17	7	6/3/19		
Gashaw	Daniel	1/8/18	7	6/7/20		
Gashaw	Kate	10/4/17	7	6/3/19		

Last	First	Date Trained	Hours	Expires	Card #	Notes
Glass	Amy	11/8/17	7	6/7/19		
Gray	Leslie	10/10/17	7	6/9/19		
Gronewold	Joy	9/17/18	7	6/16/20		
Hartzler	Mindy	10/10/17	7	6/9/19		
Harvey	Candice	10/10/17	7	6/9/19		
Herr	Jaclyn	10/10/17	7	6/9/19		
Hobson	Kelly	Trained prior		6/30/19		
Joos	Bridget	10/10/17	3	6/9/19		
Kerber-Long	Melissa	10/10/17	3	6/9/19		
Kienitz	Christina	11/8/17	7	6/7/19		
King	Ashley	10/10/17	3	6/9/19		
King	Jamie	10/10/17	7	6/9/19		
Klinkner	Peter	10/10/17	7	6/9/19		
Knapp	Lorrie	Trained prior		6/30/19		
LaMirand	Tammy	11/7/18	3	6/6/20		
Levitt	Megan	10/10/17	7	6/9/19		
Lowder	Pat	10/10/17	3	6/9/19		
Lowder	Pat	11/7/18	3	6/6/20		
Mainieri	Patrick	1/8/18	7	6/7/20		
Maxwell	Debra	9/17/18	7	6/16/20		
Nelson	Shay	9/17/18	7	6/16/20		
Pearce	Amie	10/4/17	7	6/3/19		
Peck	Julie	10/10/17	3	6/9/19		
Peterson	Michelle	Trained prior		6/30/19		
Pratt	Lauren	10/10/17	3	6/9/19		
Prichard	Josh	1/8/18	7	6/7/20		
Puetz	Diane	10/10/17	3	6/9/19		
Pullium	Cody	10/4/17	7	6/3/19		
Rickenberg	Amanda	10/10/17	7	6/9/19		
Rider	Lori	11/8/17	7	6/7/19		

Last	First	Date Trained	Hours	Expires	Card #	Notes
Roberts	Chris	10/10/17	7	6/9/19		
Robinson	Sherry	10/10/17	7	6/9/19		
Rocke	Josh	1/8/18	7	6/7/20		
Rudin	Lynn	10/4/17	7	6/3/19		
Russell	Edie	10/10/17	3	6/9/19		
Slocum	Darci	11/8/17	7	6/7/19		
Smith	Jaclyn	11/8/17	7	6/7/19		
Steiner	Laura	10/10/17	3	6/9/19		
Stephens	Molly	10/10/17	3	6/9/19		
Stork	Brenna	11/8/17	7	6/7/19		
Stork	Dylan	10/10/17	7	6/9/19		
Suellentrop	Molly	10/10/17	3	6/9/19		
Toraason	Holly	10/10/17	3	6/9/19		
Webb	Kelly	10/10/17	7	6/9/19		
Webb	Sarah	11/8/17	7	6/7/19		
Wheat	Jennifer	10/10/17	7	6/9/19		
Woods	Amy	1/8/18	7	6/7/20		
Worstell	Nadine	11/7/18	3	6/6/20		
Wright	Wendy	11/7/18	3	6/6/20		
Wyman	Kate	Trained prior		6/3/19		
Zbinden	Shelby	10/4/17	7	6/3/19		