



Chicago
Public
Schools

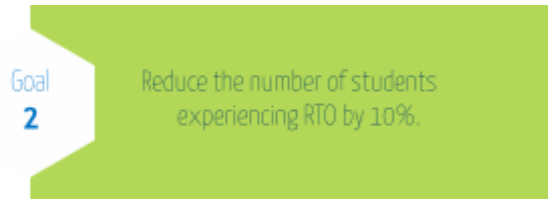
OFFICE FOR
**STUDENTS WITH
DISABILITIES**

RTO Reduction Plan

SY 2024 - 2025



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%.

Goal 1. Reduce the number of RTO incidents by 10%.

Goal 2. Reduce the number of students experiencing RTO by 10%.

Goal 3. Reduce the number of students of color experiencing RTO by 25%.

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>CPS will utilize a multisystem approach providing access and implementation support to social and emotional learning and behavioral health strategies and interventions including but not limited to: Crisis Management Training that meets all State requirements; various healing-centered strategies aligned to our Healing-Centered Framework; and multi-tiered behavioral health supports.</p>	<ol style="list-style-type: none"> 1. Identify current strategies and supports being offered district-wide and those being utilized across buildings to address social-emotional learning. 2. Determine any overlaps or gaps with current strategies and supports and prioritize gaps. 3. Provide professional development to staff ranging from school-based to district-wide; Create resource folders and web pages accessible district-wide; Share non-district training information (i.e., conferences). 	<ol style="list-style-type: none"> 1. Annually. 2. Annually 3. Professional development will be offered no less than quarterly. Resources will always be available once posted/shared. Non-district training information will be shared annually. 	<p>Office for Students with Disabilities, Office of Social Emotional Learning, Office of Safety and Security, Office of Network Support, Office of Student Health and Wellness and designees (ranging from Central Office to school-based staff).</p>
<p>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>CPS will continue its investment into healing-centered strategies aligned to the Healing-Centered Framework, de-escalation strategies to reduce or avoid</p>	<ol style="list-style-type: none"> 1. Promote resources around best practices to de-escalate situations. 2. Offer asynchronous learning opportunities professional development in 	<ol style="list-style-type: none"> 1. Resources will be reshared as needed and always be available once posted/shared. 2. Learning opportunities will be accessible 	<p>Chief of Office for Students with Disabilities; Chief of Office of Social Emotional Learning; Specialized Behavioral Support and Strategies team; Physical Restraint and Time Out</p>

	<p>the need to use physical restraint, or to minimize their use even as a last resort, as needed, for learners requiring a variety of supports.</p> <p>CPS strives to establish and maintain a multi-tiered systems of support (MTSS) for student's social, emotional, and behavioral development. Students learn best when they feel safe and supported in school, both physically and emotionally. CPS ensures school-based staff use the most effective strategies to foster a safe learning climate and maximize student engagement and achievement.</p> <p>As a district, we are committed to teaching all students skills that will help them with school as well as in life. These skills include: Managing and understanding their emotions; Understanding and being able to relate to others; Making responsible decisions.</p>	<p>healing centered strategies and restorative practices to all district employees.</p>	<p>continuously.</p>	<p>Program; Restraint and Time Out Committee; School Admin, Counselors, Social Workers; Out of School Time (OST)</p>
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<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>CPS will utilize healing centered best practices, de-escalation strategies to reduce or avoid the need to use physical restraint, or to minimize their use even as a last resort.</p>	<p>1. Develop a menu of evidence based procedures that can be used to de-escalate situations such as: Providing choices, taking sensory breaks, sensory tools, zones of regulations, a way to inform administration within the building requesting assistance, etc and integrate these strategies into the district's MTSS platform.</p> <p>2. Provide a variety of professional development to staff and building administration on evidence based healing centered practices and restorative practices.</p> <p>3. Education service team members will provide opportunities for professional development to CPS staff members and administrative staff.</p> <p>4. Available professional development options will be developed for staff utilizing a variety of online and in person training.</p>	<p>1. The procedures included in the menu for staff will be researched on an ongoing basis and revisions will be made throughout the school year on an ongoing basis.</p> <p>2. These trainings will occur each quarter during the 2024-2025 SY.</p> <p>3. These trainings will occur each quarter during the 2024-2025 SY.</p> <p>4. Development of training will occur in an ongoing manner in order to develop a depth of training opportunities for staff.</p>	<p>Chief of Office for Students with Disabilities; Chief of Office of Social Emotional Learning; Specialized Behavioral Support and Strategies team; Restraint and Time Out Committee; School Admin, Counselors, Social Workers</p>
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<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>Debriefing meetings will occur within 48 hours after the incident has occurred. This meeting will include administrative staff, team members of the IEP/support team and the staff members that were involved in the incident. Discussion questions will be worked through in order to fully understand the precipitating factors and determine alternate measures if future incidents should occur.</p>	<ol style="list-style-type: none"> 1. The procedure will be communicated to building administrators, special education, and related services staff members by the Office for Students with Disabilities and Office of Network Support. 2. The building administration or staff designated by administration will be responsible for overseeing debriefing meetings within the building. 3. The building administration will ensure that parents are notified within the timeline of 24 hours 4. RTO Reduction Committee will develop a plan to support schools with the debriefing process with specific support when RTO events occur on a weekly basis or more often and when RTO events involve students of color 	<ol style="list-style-type: none"> 1. Communication will occur during or prior to kick-off week for the 2024-2025 SY. 2. Responsible party to be identified by the start of the 2024-2025 SY and oversight to occur for every incident so that meetings occur within 48 hours of an incident. 3. Procedural training will occur during each school year, with refreshers being announced quarterly. 4. Prior to the start of the 2024-2025 SY, 	<p>Physical Restraint and Time Out Program; Specialized Behavioral Support and Strategies team; Restraint and Time Out Committee; School Admin or designated staff, Counselors, Social Workers</p>
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Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p>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.</p>	<p>CPS will develop protocols to ensure written consent is obtained to disclose sensitive student information, that designated staff are identified who will serve as primary contact for information, consistent efforts are done to ensure information is being shared, and staff are educated on information disclosed to them.</p>	<ol style="list-style-type: none"> 1. Create/share a district wide consent form to be used across schools and relevant stakeholders to disclose student information. Consent form to outline specific information to be shared, the purpose of sharing, and the stakeholders involved. 2. Schools to designate staff members to be points of contact to receive and disclose information (e.g., counselor, social worker, school admin). 3. Information to be shared via meetings and face sheets to relevant staff members by the designated contact before staff members have contact with the individual student and when new information is disclosed. 4. The designated contact and school admin will provide information and professional development opportunities regarding mental health and other topics pertaining to the student's history. 	<ol style="list-style-type: none"> 1. Consent form created before the 2024-2025 SY 2. At the beginning and throughout 2024-2025 SY staff will be designated as points of contact based on their level of interaction with individual students. 3. On an as-needed basis, and at least quarterly throughout the 24/25 SY. 4. On an as-needed basis, and at least quarterly throughout the 24/25 SY. 	<p>Chief of Office for Students with Disabilities, School Admin, Counselor, Social Worker, Nurse, Paraprofessionals, School Security Officers</p>

<p>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.</p>	<p>CPS will ensure that school staff have access to crisis plan resources (i.e., safety plans, BSPs, FBA/BIP materials, data sheets) to support staff in creating individualized plans as required by PA 102-0339. Schools will follow through on implementation of the created plan.</p>	<ol style="list-style-type: none"> 1. Training (synchronous and asynchronous) on effective and accurate development of individualized students plans (e.g., safety plans, BSPs, FBA/BIPs). 2. Access to sample plans and additional resources will be available to lead the development of individualized student plans. 3. School admin or Designee to schedule a meeting with the student's legal guardian(s) after 3 instances across 3 days within a 30-day period to discuss the development of an individualized student plan. 4. School admin and designees will monitor the implementation of the individualized student plan. 	<ol style="list-style-type: none"> 1. These trainings will occur each quarter during the 2024-2025 SY. 2. Ongoing throughout the school year. 3. On an as-needed basis, but at least within 24 hours after the third incident in a 30 day period. 4. On an ongoing basis in order to monitor the effectiveness of a student's individualized plan. 	<p>Chief of Office for Students with Disabilities, School Admin or designated staff, Counselor, Social Worker, Teachers, Paraprofessionals, School's Behavior Health Team, Specialized Behavior Support and Strategy team</p>
<p>G) Describe how the information will be made available to parents for review.</p>	<p>School admin will ensure that parents are notified within 24 hours of a RTO event. In the event that an individualized student plan is needed, parents will be given access to the plan within 24 hours of creation. Parents will then have the right to request a meeting to discuss the created plan and action steps moving forward.</p>	<ol style="list-style-type: none"> 1. Legal training/conference for admin who are relaying information to parents on RTO incidents. 2. FAQ to address questions after a 24-hour notice of an RTO event. 3. School admin will provide required documentation to parents in person, electronically or through a messenger. 	<ol style="list-style-type: none"> 1. Legal conference for admin scheduled for July 2024. 2. Prior to the start of the 2024-2025 SY. 3. Within 24 hours of an incident. 	<p>Chief of Office for Students with Disabilities, School Admin or designated staff, Counselor, Social Worker, Teachers, Paraprofessionals, School's Behavior Health Team,</p>

		4. RTO Reduction Plan will be made available to parents, guardians, and students on the CPS website	4. Prior to the start of the 2024-2025 SY.	
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	A Restraint and Time Out (RTO) Committee was created to ensure data, processes and strategies throughout the school year be reviewed. The committee consists of district leaders, district-level staff, and school personnel ensuring that all relevant stakeholder positions are included in the conversation and decision-making.	<p>1. Quarterly RTO committee meetings throughout the 2024-2025 SY to review and analyze progress toward meeting the goal.</p> <p>2. Presentation of data provided on a quarterly basis to network leaders.</p> <p>3. Ongoing training on de-escalation strategies, positive behavior supports, and RTO provided on a quarterly basis during professional development days on a school level.</p>	<p>1. Quarterly.</p> <p>2. Quarterly.</p> <p>3. Quarterly.</p>	Chief of Office for Students with Disabilities, School Admin, Counselor, Social Worker, Teachers, Paraprofessionals, School's Behavior Health Team, Specialized Behavior Support and Strategy team