



# Updates from Student Services

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**Board of Education Meeting**

**July 18, 2022**

# Topics



MENTAL HEALTH



RISK ASSESSMENTS



RESTRAINT & TIME OUT



# Mental Health

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**In Geneva CUSD 304, we believe that mental health is an essential part of overall health. Therefore,**

- support should be provided to students and their families to recognize, manage, and learn from difficult emotions.
- we must address economic and social barriers that contribute to poor mental health.
- students must learn and practice techniques to manage stress and other difficult emotions.



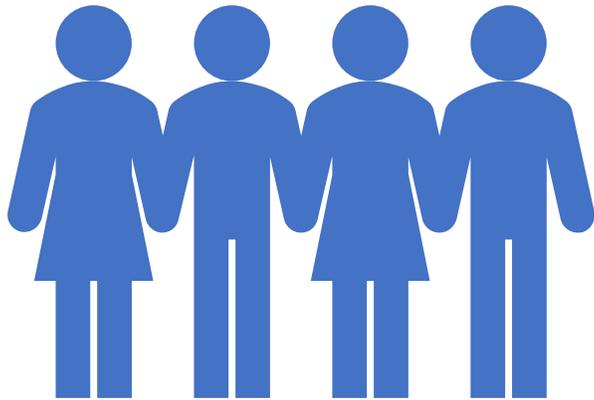
# Mental Health

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## **Geneva's global practices include:**

- Creating positive and safe environments
- Providing social and emotional learning programs
- Teaching students and staff how to recognize signs of changes in mental health and take appropriate action when needed
- Maintain and train school mental health providers
- Ongoing collaboration with outside agencies
- Provide a continuum of support to meet student mental health needs

# Creating Positive and Safe Environments



- Polices
- Code of Conduct
- Supervision
- Emergency and Crisis Response Expectations
- Clear expectations
- Positive reinforcement
- Student-Staff Connections

# Social-Emotional Learning Standards

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.



# Recognize Signs of Changes in Mental Health

- Signs of Suicide
- Safe Schools Tip Line
- Guidance Self-Referral

# Maintain and Train School Mental Health Providers

Psychologists – 12

School Counselors – 10

School Social Workers – 13.6

# Continuum of Supports and Services

**School-Based vs. Clinical Services** – How is the student being impacted within the school setting?

**Attendance – Grades – Office Referrals**

**Tier 2:** Small Group, weekly/monthly

**Tier 3:** Group and/or Individual, several times per week/daily

# Collaboration with Outside Agencies

Suicide Prevention Services  
TriCity Family Services  
Mutual Ground  
Rosecrance  
Linden Oaks  
Mercy Behavioral Health  
Amita Glen Oaks  
Independent Clinical Providers

Large group support/instruction  
Small group support/instruction  
Individualized support/Wrap-around

- Return from hospitalization transition
  - Section 504/IEP Participation
- Development of School Support Plans

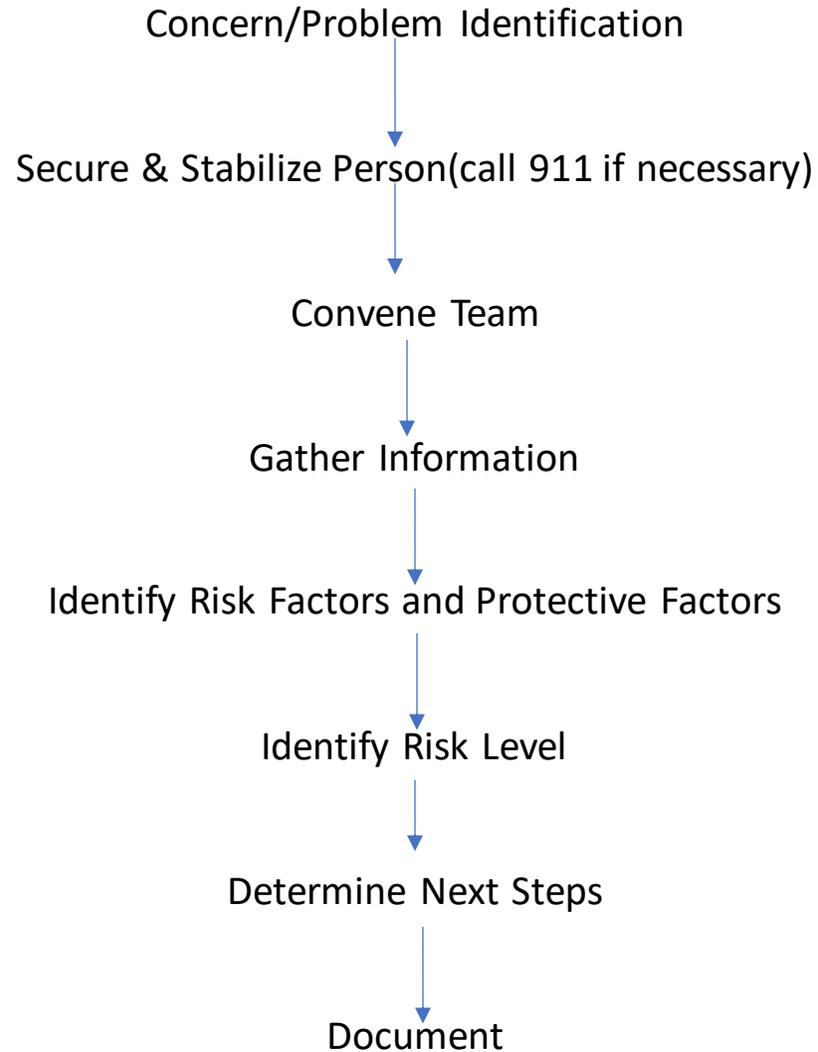


# Risk Assessments

Harm to  
Self

Harm to  
Others

# Risk of Harm to Self



- Communication with
- Parents
  - Staff
  - Outside Agencies
  - Law Enforcement
  - First Responders

# Risk of Harm to Others – Threat Assessment

105 ILCS 128/45

Sec. 45. Threat assessment procedure.

(a) Each school district must implement a threat assessment procedure that may be part of a school board policy on targeted school violence prevention. The procedure must include the creation of a threat assessment team. The team must include all of the following members:

(1) An administrator employed by the school district or a special education cooperative that serves the school district and is available to serve.

(2) A teacher employed by the school district or a special education cooperative that serves the school district and is available to serve.

(3) A school counselor employed by the school district or a special education cooperative that serves the school district and is available to serve.

(4) A school psychologist employed by the school district or a special education cooperative that serves the school district and is available to serve.

(5) A school social worker employed by the school district or a special education cooperative that serves the school district and is available to serve.

(6) At least one law enforcement official.

If a school district is unable to establish a threat assessment team with school district staff and resources, it may utilize a regional behavioral threat assessment and intervention team that includes mental health professionals and representatives from the State, county, and local law enforcement agencies.

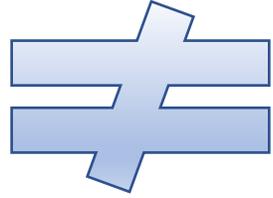
(b) A school district shall establish the threat assessment team under this Section no later than 180 days after the effective date of this amendatory Act of the 101st General Assembly and must implement an initial threat assessment procedure no later than 120 days after the effective date of this amendatory Act of the 101st General Assembly.

(c) Any sharing of student information under this Section must comply with the federal Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act. (Source: P.A. 101-455, eff. 8-23-19.)



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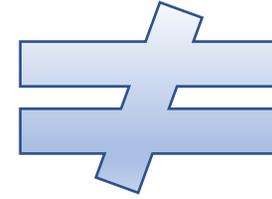
Each year prior to the start of the school year, the school board shall file the threat assessment procedure and a list identifying the members of the school district's threat assessment team or regional behavior threat assessment and intervention team with 1) a local law enforcement agency and 2) the regional office of education.



**General Investigations  
of  
Student Misconduct**



**Threat Assessment**



**Criminal  
Investigation**

# Investigation/Interviews of Students Involving Possible Criminal Acts

*Illinois School Code, 105 ILCS 5/22-85*

Before detaining and questioning a student on school grounds who is under 18 years of age and who is suspected of committing a criminal act, a law enforcement officer, school resource officer or other school security personnel must also do all of the following:

1. Ensure that notification or attempted notification of student's parent/guardian is made.
2. Document the time and manner in which the notification or attempted notification occurred.
3. Make reasonable efforts to ensure that the student's parent/guardian is present during questioning or, if the parent/guardian is not present, ensure that school personnel including, but not limited to a school social worker, a school psychologist, a school nurse or a school guidance counselor or any other mental health professional, are present during questioning.

# Investigation/Interviews of Students Involving Possible Criminal Acts

4. If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during questioning. An officer who received training in youth investigation approved or certified by his or her law enforcement agency or under Section 10.22 of the *Police Training Act* or a juvenile police officer, as defined under Section 1-3 of the *Juvenile Court Act of 1987*, satisfies the requirement under this paragraph.

The statutory language includes exceptions to these requirements:

- › This Section does not limit the authority of a law enforcement officer to make an arrest on school grounds.
- › This Section does not apply to circumstances that would cause a reasonable person to believe that urgent and immediate action is necessary to do any of the following: (1) Prevent bodily harm or injury to the student or any other person; (2) Apprehend an armed or fleeing suspect; (3) Prevent the destruction of evidence; or (4) Address an emergency or other dangerous situation.

School administration leads both processes; general investigation of student misconduct and threat assessment

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# When should we conduct a threat assessment?

- Whenever an individual's behavior or a situation causes a concern potential harm to others including, but not limited to violence toward others and/or general threats to the school or school safety,
  - The sequence of events may vary according to scope and need and several steps may occur simultaneously or may be delayed until additional facts are identified.
  - In all of these considerations, attention should be focused upon the safety and best interest of the student(s) and in accordance with *Emergency Operations Procedures (EOP) established by the district.*
- Usually completed after an internal investigation is done by building administration.

# What is the purpose of a threat assessment?

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Take appropriate preventive or corrective measures to maintain a safe and secure school environment,

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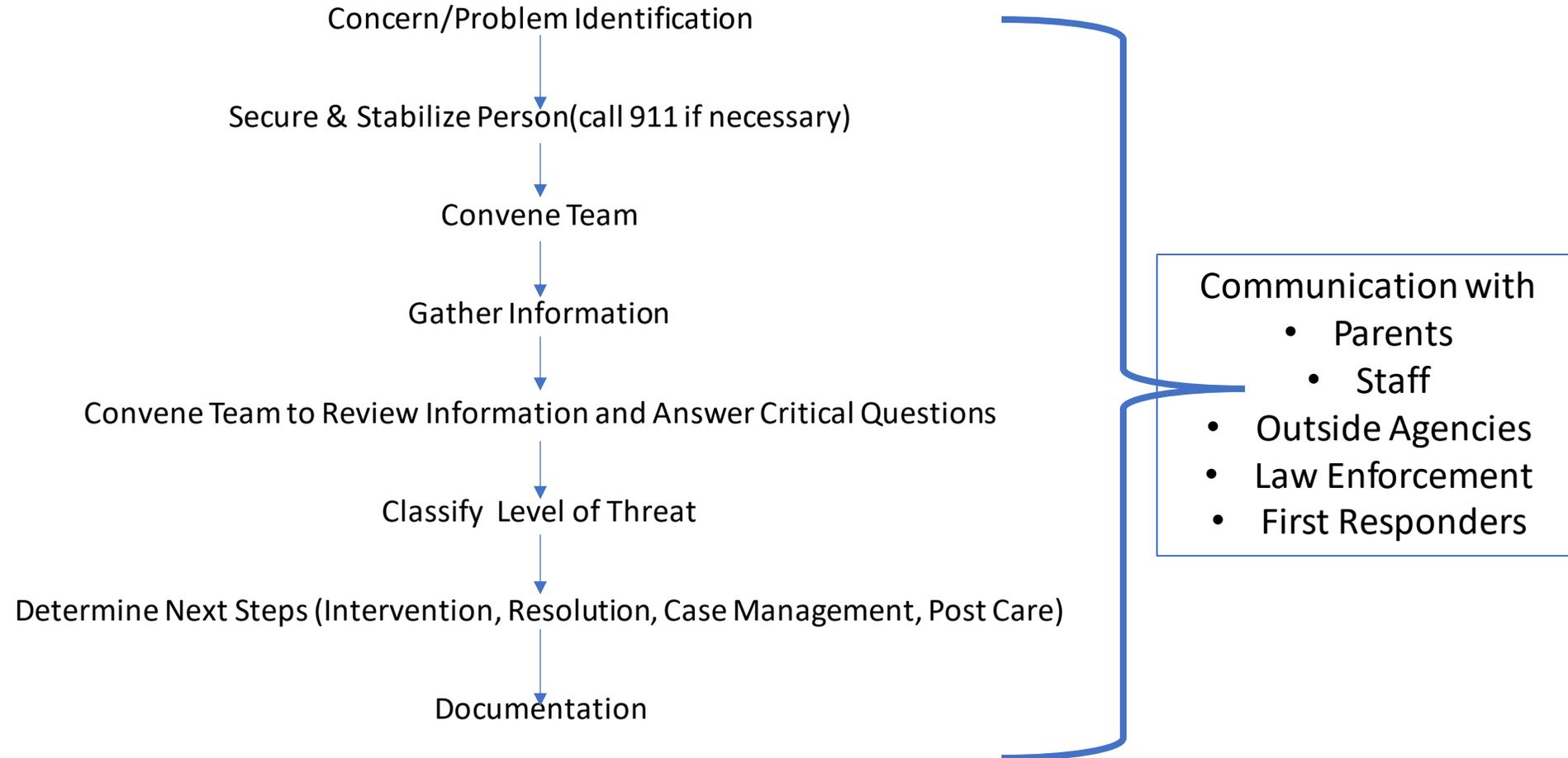
Protect and support potential victims,

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And to provide assistance, as needed, to the individual being assessed.

# Threat Assessment Process

(Resources/Processes based on recommendations from the US Dpt. of Homeland Security, ISBE, legal counsel, and mental health providers).



# Restraint and Time-Out

**November 2019:** Chicago Tribune and ProPublica published an article on the use of use of isolated time out and physical restraint. Immediately following, ISBE published Emergency Rules in late 2019 that eliminated the use of isolated time out and placing significant restrictions on the use of physical restraint.

**April 2020:** Permanent rules were adopted and revised in June 2021 that allowed for time out, isolated time out, and restraint in specific circumstances

**August 2021:** Public Act 1002-0339 was enacted. Amended School Code to:

- Explicitly address the use of isolated time out, time out and physical restraint,
- Add new requirements regarding use of these interventions in schools.

**January 2022:** Further revisions of ISBE rules were adopted.

**May 2022:** ISBE released RTO Guidance.



# Public Act 102-0339

## 105 ILCS 5/10-20.33 & 5/34-18.20

### Declaration

- Use of these interventions carries risks to the health and safety of students and staff;
- The goal is to reduce and eventually eliminate the use of those interventions,
- ISBE must take affirmative action to lead/support schools to reduce and eliminate over time.

# Statutory Definitions

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**Time Out:** behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting.

**Isolated Time Out:** Involuntary confinement of a student alone in a time out room or other enclosure outside classroom without a supervising adult in the time out room or enclosure. Isolated time out is allowed under limited circumstances – adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaged in extreme physical aggression.

**Physical Restraint:** Holding a student or otherwise restricting a student's movements and includes on the use of specific, planned techniques.

Physical restraint does not include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices that are accomplished with limited force and that are designed to prevent a student from completing an act that would result in potential physical harm to himself, herself, or another person or damage to property.

# Time Out & Isolated Time Out

Any enclosure used for time out shall:

- Meet all health/life safety requirements
- Have the same ceiling height as surrounding rooms and be large enough to accommodate the student but also other individuals involved
- Be constructed of materials that cannot be used by students to harm themselves,
- Designed to permit continuous visual monitoring and communication
- Be fitted with a door of solid construction – Door cannot have a locking mechanism.

\*Time Out is NOT in-school suspensions, detentions and other appropriate disciplinary measures, including the student's brief removal to the hallway or similar environment.

# Physical Restraint

Supine restraint is used in a manner that does not restrict or impair a student's ability to breath or communicate normally.

During each incident, one staff member trained in identifying the signs of distress must be assigned to observe and monitor the student during the entire incident.

The restraint must end immediately when the threat of imminent danger of serious harm ends. In no event should the restraint last longer than 30 minutes. If, after 30 minutes, the emergency has not resolved or if an additional emergency arises the same school day, a school administrator in consultation with a related service provider may authorize the continuation of the restraint.

# Summary

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RTO may only be used when the student's behavior presents and imminent danger of serious physical harm to the student or others, less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger or serious physical harm, and all other requirements described in the regulations have been met.

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Ongoing supervision meeting specific regulations must occur. Also, a student must be released from time out or restraint immediately upon determination by the staff member that the student is no longer an imminent danger of serious physical harm to the student or others. No less than once every 15 minutes, a trained adult must assess whether the specific behavior that led to the timeout has ceased.

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Time out or restraint shall not be used as discipline or punishment, convenience to staff, to prevent property damage, retaliation or a substitute for appropriate educational or behavioral support.

# Staff Training

At least eight hours of training is required annually. It must cover the following areas:

- Crisis de-escalation,
- Restorative practices,
- Identifying signs of distress during RTO,
- Trauma-informed practices, and
- Behavior management practices.

# Parent Notification

- ✓ Notified of policy that allows use of isolated time out, time out, or physical restraint (7:190)

If a restraint or time out is used

- ✓ The District must attempt to notify the parent of the incident on the same day as the incident.
- ✓ The District must provide ISBE form to the parent within one business day.
- ✓ Within two school days, the District must notify parent of option to request meeting to review incident.

# Mandatory Reporting to ISBE

If restraint or time out is used, the District must submit information regarding the RTO to ISBE.

# RTO Oversight Team & Reduction Plan

Oversight Team: Teachers, instructional assistants, related service providers, administrators

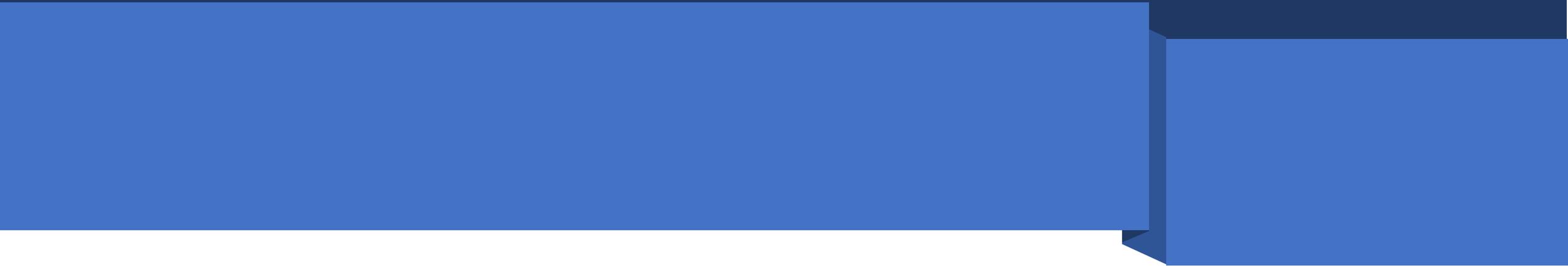
Nature of Plan:

1. Plan for reducing and eventually eliminating the use of RTO, in accordance with the ISBE.
2. Procedures to implement the plan developed by the team including specific action steps.

# Required Components

- Use of Positive Behavioral Supports
- Effective ways to de-escalate situations and avoid use of RTO
- Use of Crisis Intervention Techniques as alternatives to RTO
- Utilization of debriefing meetings to reassess what occurred and why
- Informing appropriate staff of student's history in accordance with confidentiality and privacy laws
- Identify steps to develop individualized student plans, separate from IEPs/504s
- Making information available to parents

# Oversight Team Meeting



# Our Plan – Action Items

Focus on building capacity for staff to provide direct teaching of expected behaviors.

Development of and Implementation of Internal Training Scope and Sequence for Building Response Teams to comply with staff training requirements for the use of isolated time out, time out, and physical restraint (Section 1.285 of Illinois School Code) for the 2022-2023 School Year.

Development of 'Alternatives to Time Out and Restraint' resources for the District.

Development of internal team debriefing template and format.

Convene debriefing meetings within one week after the use of physical intervention (physical restraint, time out).

Certified School Nurses and Guidance Staff share students' medical mental health information with key stakeholders.

All certified staff have access to student information in the Student Information System. This includes diagnoses, sensitive notes, parent contacts, grades, attendance, etc.

For students with IEPs and Section 504 plans, key stakeholders are provided summaries of these documents.

Individual behavior plans are reviewed with key stakeholders.

School based teams will develop behavior support plans and/or Behavior Intervention Plans that include replacement behaviors, positive supports, and crisis plan for students that have required the use of restraint and/or timeout within the previous calendar school year.

Restraint, Time Out, Isolated Time Out Plan will be made available for parents upon request.



# Questions

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Thank You!

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