

Marklund Day School Physical Restraint, Isolated Time Out (RTO) Reduction Plan
October 2024

Marklund Day School Locations

Oversight Team Members

Ann Haskins- Bloomingdale

Paula Bodzioch, Director of Education and Adult Services
Charity Bothwell, Behavior Specialist
Lily Kim, Behavior Specialist
Jessica Redmond, Instructional Coach
Leah Robideau, Instructional Coach
Besset Sabourin, Principal

Foglia Education Center- Geneva

Heather Caruso, Behavior Analyst
Erendira Castanon, Behavior Specialist
Emily Hefner, Principal
Heather Johnson, Behavior Specialist
Lara Rufenacht, Instructional Coach

Nathan Education Center- Elgin
Elgin Campus- Elgin

Theresa Baker, Principal
Marcella Wampler, Instructional Coach

Marklund Day School is working diligently to make progress toward the reduction in the use of physical restraint, time-outs, and isolated time-out. All staff at Marklund are trained in Ukeru and Professional Crisis Management (PCM). When students enroll at Marklund Day School, the behavior analysts and behavior specialists work alongside the registered behavior technicians in the classroom to ensure proactive supports are in place and the least restrictive interventions are used before the team implements physical restraint, time out, or isolated time out. At the Bloomingdale and Elgin campus, staff have completely eliminated the implementation of time out or isolated time out as of July 2023. The

Marklund Day School Geneva Campus has an approved isolation room that is for time out or isolated time out. With that said, the Geneva campus has not utilized the room or time out/isolated time out for over two years.

During bi-weekly building communication meetings, the behavior analyst or behavior specialist reviews the crisis information including: total number of incidents, minutes, and restrictive interventions utilized during the previous month and current month. If the team notices a trend with a particular student or within the building, an action plan is put into place.

Marklund Day School holds quarterly Data Reduction Team (DRT) meetings to review academic and behavioral data for each classroom. Marklund reviews data on an annual basis to ensure the reduction of physical restraint and time out/isolated time out at all locations. The following data outlines the number of days each individual student experienced physical restraint in a 30-day period during the 2023-2024 school year. Please note that there were no incidents of physical restraint at Marklund Day School Elgin Campus during the 2023-2024 school year. The Nathan Education Center recently opened in September 2024.

| Students who had incidents of restraint in 23-24 | | | | | | | | | | | | | | | | |
|--|-----------------|------------------|-------------------|-------------------|------------------|-----------------|-----------------|-----------------|-----------------|----------------|----------------|-----------------|----|---|--|--|
| Student | 8/16/23-9/14/23 | 9/15/23-10/14/23 | 10/15/23-11/13/23 | 11/14/23-12/13/23 | 12/14/23-1/12/24 | 1/13/24-2/11/24 | 2/12/24-3/11/24 | 3/12/24-4/10/24 | 4/11/24-5/10/24 | 5/11/24-6/9/24 | 6/10/24-7/9/24 | 7/10/24-7/18/24 | | | | |
| FEC | a | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | | | |
| | b | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | | | |
| | c | 1 | 1 | 0 | 3 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | | |
| | d | 0 | 1 | 0 | 0 | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | | | |
| | e | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | | | |
| | f | 1 | 2 | 2 | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | | | |
| | g | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 4 | 5 | 4 | 4 | 5 | 1 | 5 | 5 | 4 | 1 | 2 | 0 | | | |
| Students | 8/16/23-9/14/23 | 9/15/23-10/14/23 | 10/15/23-11/13/23 | 11/14/23-12/13/23 | 12/14/23-1/12/24 | 1/13/24-2/11/24 | 2/12/24-3/11/24 | 3/12/24-4/10/24 | 4/11/24-5/10/24 | 5/11/24-6/9/24 | 6/10/24-7/9/24 | 7/10/24-7/18/24 | | | | |
| AHC | aa | 7 | 15 | 11 | 3 | 0 | 7 | 1 | 4 | 10 | 11 | 28 | 14 | | | |
| | bb | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 2 | 2 | 0 | 0 | | | |
| | cc | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | | | |
| | dd | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | | | |
| | ee | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 5 | 2 | 3 | 0 | | | |
| | ff | 3 | 3 | 1 | 0 | 0 | 21 | 30 | 27 | 18 | 0 | 0 | 0 | | | |
| | gg | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | | | |
| | hh | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | | | |
| | ii | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | | | |
| | jj | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | kk | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | | | |
| | ll | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | | | |
| | mm | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | nn | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | | |
| | oo | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | | |
| | pp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 4 | | | |
| | qq | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | | | |
| | | 10 | 21 | 12 | 10 | 0 | 30 | 44 | 39 | 40 | 20 | 36 | 20 | | | |



On August 12, 2024, Marklund Day School requested approval from ISBE to use the following alternative goal for the RTO reduction plan at all of the Marklund locations: Bloomingdale, Geneva, and Elgin. Approval was received from the Wellness and Student Care department at ISBE on August 14, 2024. Marklund Day school will be working toward the following goal: ***Reduce the number of days each individual student experiences physical restraint in a 30-day period by 20%.***

The use of the state goals would not be an appropriate way to measure the reduction of RTO due to the rolling admission and placement of the students with disabilities in the Marklund Day School program. The alternative goal is more appropriate given the nature of Marklund Day Schools' student population, which is composed entirely of students with disabilities, whose progress is intended to be individually measured. Students are placed at Marklund throughout the year as a result of the current placement not being able to meet the needs of the student. At the time of admission, students are likely to require a greater level of support, services, and behavioral interventions.

As students move through the program at Marklund, it is our goal that they will improve and have a decrease in the interventions needed so that they can return to a less restrictive environment. Individual student data is collected and analyzed individually to monitor the use of behavioral interventions.

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;

Marklund Day School has a formalized approach to behavioral interventions that outlines the hierarchy of programmatic behavior interventions. Marklund Day School emphasizes the use of differential reinforcement, Premack Principle, pairing, choice as an antecedent, non-contingent reinforcement, extinction, behavioral momentum, prompting, shaping, and planned ignoring.



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Nathan Educational Center- 1210 Hunter Drive- Elgin, IL 60120
Fax Number- 630-397-5624

| 2024-2025 Action Items | Steps to Complete Action Items | Timeline | Responsible Party |
|---|--|--|---|
| <i>Center for Intensive Behavioral Supports (CIBS) Modules- Initial Training</i> | <i>New employees will complete the CIBS modules during the first month of employment.</i> | <i>On-going</i> | <i>Building Principals</i> |
| <i>Center for Intensive Behavioral Supports (CIBS) Modules- Annual Training</i> | <i>Annually, all staff will be required to complete the CIBS modules.</i> | <i>May, June, July 2025</i> | <i>Building Principals</i> |
| <i>Crisis Management Meetings</i> | <i>Incorporate review of proactive strategies (prevention, reintegration, de-escalation) and formalized approach to behavioral interventions.</i> | <i>Monthly, On-going</i> | <i>PCM Instructors</i> |
| <i>Work at the building and program levels to develop and provide ongoing program-based training utilizing the Autism Program Environment Rating Scale (APERS).</i> | <i>Create and provide professional development to staff to increase the utilization and knowledge of evidence-based practices to strengthen our instructional and behavioral approach across the school setting.</i> | <i>Bi-Monthly Professional Development</i> | <i>Building Leadership Teams:</i> <ul style="list-style-type: none"> ● <i>Principals</i> ● <i>BCBA</i> ● <i>Behavior Specialists</i> ● <i>Instructional Coaches</i> |

B. Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;

All life skills staff attend Ukeru and Professional Crisis Management Training within their first 90 days of employment. Each staff member is then recertified annually. In addition to the training courses, all staff members are required to complete eight training modules through the Center for Intensive Behavioral Intervention (CIBS) that align with the training requirements outlined in Public Act 102-0339 upon hire and annually.



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Ukeru is a crisis management technique built on an approach of comfort rather than control. Ukeru uses a trauma-informed approach to minimize coercion and avoid the possible re-traumatization physical restraint could cause.

Professional Crisis Management (PCM) training focuses on crisis prevention, de-escalation, and reintegration of students. Crisis is defined throughout the PCM training as continuous aggression, continuous self-injurious behavior, and/or continuous high-magnitude disruption. Additionally, Marklund also includes instances in which students are not receiving instruction and require additional staff to maintain their safety, or the safety of others, that may pose imminent danger, with the definition of crisis.

Marklund conducts monthly crisis management meetings with the entire staff focused on RTO incident prevention, de-escalation, restorative practices, identifying signs of distress during physical restraint and time out, trauma-informed practices; and behavior management practices.

| 2024-2025 Action Items | Steps to Complete Action Items | Timeline | Responsible Party |
|--|---|--------------------------|---------------------------|
| <i>Ukeru Training</i> | <i>Monthly initial training dates are scheduled for the 24-25 SY</i> | <i>Monthly, on-going</i> | <i>Ukeru Instructors</i> |
| | <i>Annual retraining date occurred at the start of the 24-25 SY</i> | <i>August 2024</i> | |
| | <i>Obtain an Ukeru trainer for each building</i> | <i>June 2025</i> | <i>Building Principal</i> |
| <i>Professional Crisis Management (PCM) Training</i> | <i>Monthly initial training dates are scheduled for the 24-25 SY</i> <i>Re-Certification training dates are identified for the 24-25SY. All staff will be re-trained prior to their annual training date</i> | <i>Monthly, on-going</i> | <i>PCM Instructors</i> |



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| | | | |
|--|--|---|--|
| <i>Monthly Crisis Management Meetings</i> | <i>Monthly Crisis Management Meetings will take place at each building</i> <i>Incorporate review of proactive strategies (prevention, reintegration, de-escalation) and formalized approach to behavioral interventions</i> | <i>Monthly, On-going</i> | <i>BCBA/Behavior Specialist</i> |
| <i>Protocol Reviews</i> | <i>RBTP's will review students' protocols with the classroom during the quarterly goal reflection classroom meeting</i> <i>RBTPs address protocols on a regular basis during classroom meetings and crisis debriefs</i> | <i>Quarterly</i> <i>On-going</i> | <i>Classroom RBTP</i> |
| <i>Behavioral Fidelity Checks</i> | <i>Conduct observations to ensure fidelity of behavioral protocols and to evaluate the effectiveness in reducing target behaviors across staff and environments</i> | <i>Monthly</i> | <i>Behavior Specialist / BCBA</i> |
| <i>Comprehensive onboarding and training in behavior</i> | <i>Comprehensive onboarding and training sessions will include specialized training in proactive approaches to behavior management, crisis de-escalation, trauma informed practices, instructional strategies, Ukeru, and PCM</i> | <i>On-going</i> | <i>Building Principals BCBA Behavior Specialists Instructional Coaches</i> |

C. Describe how the entity will utilize non-RTO crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and

Marklund uses Ukeru and Professional Crisis Management (PCM) as non-RTO crisis management techniques.

Marklund Day School employs the use of Ukeru blocking techniques during episodes of aggression and self-injury when all other less restrictive and intrusive measures have been tried and proven ineffective at stopping the aggression or self-injury. Ukeru is a crisis management technique built on an approach of comfort rather than control. Ukeru uses a trauma-informed approach to minimize coercion and avoid the possible (re)traumatization physical restraint could cause. The purpose of the use of blocking shields/pads in our therapeutic environment and under the Ukeru system is to prevent a student from harming themselves or others and is not considered a physical restraint as a student's egress or freedom of movement is not restricted.

Marklund Day School employs Professional Crisis Management (PCM) as one of the crisis management systems. PCM emphasizes minimizing the use of restraint, by utilizing prevention strategies to reduce the likelihood of severe problem behaviors, de-escalation strategies, and safety techniques when problem behaviors are present, but imminent danger of serious physical harm is not. PCM also outlines reintegration strategies as steps to rebuild the relationship between students and staff to reduce the likelihood of future incidents. Strategies utilized in PCM are evidence-based practices and are used to address a wide range of behaviors.

| 2024-2025 Action Items | Steps to Complete Action Items | Timeline | Responsible Party |
|-------------------------------|---|--|--------------------------|
| <i>Ukeru Training</i> | <i>Monthly initial training dates are scheduled for the 24-25 SY</i> <i>Annual retraining date occurred at the start of the 24-25 SY</i> | <i>Monthly, on-going</i> <i>August 2024</i> | <i>Ukeru Instructors</i> |



| | | | |
|---|--|---|--|
| | <i>Obtain an Ukeru trainer for each building</i> | <i>June 2025</i> | <i>Building Principal</i> |
| <i>Professional Crisis Management (PCM) Training</i> | <i>Monthly initial training dates are scheduled for the 24-25 SY</i> <i>Re-Certification training dates are identified for the 24-25SY. All staff will be re-trained prior to their annual training date</i> | <i>Monthly, on-going</i> | <i>PCM Instructors</i> |
| <i>Continue holding monthly crisis management meetings.</i> | <i>Monthly Crisis Management Meetings will take place at each building</i> <i>Incorporate review of proactive strategies (prevention, reintegration, de-escalation) and formalized approach to behavioral interventions</i> | <i>Monthly, on-going</i> | <i>PCM/Ukeru Instructors</i> |
| <i>Develop and provide staff training on therapeutic supports</i> | <i>In collaboration with the related service team members, develop and provide professional development for all staff on sensory strategies, self-regulation, functional communication and social skills.</i> | <i>Plan developed by January 2025</i> <i>Trainings begin during 2nd semester</i> | <i>Building Principals</i> <i>Occupational Therapy</i> <i>Speech Therapy</i> <i>BCBA</i> <i>Behavior Specialists</i> <i>Instructional Coaches</i> |
| <i>Ensure all staff are familiar with the RTO reduction plan, outcomes, and action plans to</i> | <i>Incorporate updated overview of MDS RTO reduction plan outcomes, and action plans into monthly crisis management meetings</i> | <i>October 2024</i> | <i>Building Leadership Teams</i> |

| | | | |
|--|--|--------------------------|--|
| <i>support ongoing cultural change related to the use of RTO</i> | <i>Provide RTO guidance/plan updates and training for all MDS staff throughout the year.</i> | <i>Monthly, On-going</i> | |
|--|--|--------------------------|--|

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 the use of RTO interventions in the future.

After the implementation of Ukeru or PCM, the classroom team will conduct a formal debrief regarding the incident, including the events that led up to the implementation of crisis management.

After the implementation of Ukeru or PCM, a formal debrief meeting is held with the classroom staff to discuss the following:

- Overview of the incident and what occurred
- Proactive supports
- Least restrictive alternatives utilized
- Antecedent, what was occurring immediately before the behavior
- The specific problem behavior that required additional staff to maintain safety
- The consequence, what did the student gain from the incident, and/or how the staff respond
- Contributing factors - any medical/health, classroom, or student-specific information that may be contributing to the occurrence of the incident
- Hypothesized function of the incident, why the student engaged in the behavior
- What proactive strategies or less restrictive alternatives worked, even for a short amount of time?
- What can be done tomorrow to support the student to prevent future occurrences of these incidents?

After three RTO incidents in thirty days (3 in 30), a formal meeting is held with the parents, district, and school team to discuss the incidents. During this meeting, the team will review the following items:

- RTO Incident Data - three dates for which the meeting was called and all incidents leading up to the meeting date



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- Any staff or student injuries that occurred during the incidents are outlined
- Any property destruction that occurred during the incidents is outlined
- If the student has access to a form of communication
- Antecedents, what was occurring immediately before the behavior
- The specific problem behavior that required additional staff to maintain safety
- The consequence, what did the student gain from the incident, and/or how the staff respond
- Contributing factors - any medical/health, classroom, or student-specific information that may be contributing to the occurrence of the incident
- Hypothesized functions of the incident, why the student engaged in the behavior(s)
- The student's Behavior Intervention Plan (BIP)
 - If the parents/guardians are seeing the behaviors included in the incidents at home as well
 - Any recent changes at home or school that may be relevant to the incidents outlined
 - Discussion about if a change of placement is needed
 - If changes to the Behavior Intervention Plan are needed
 - Next steps (data analysis, observation, staff training, etc.)

| 2024-2025 Action Items | Steps to Complete Action Items | Timeline | Responsible Party |
|--|---|----------------------------|--|
| <i>Continue to hold classroom debriefs after a crisis incident</i> | <p><i>The classroom team will conduct a formal debrief regarding the incident within 24 hours.</i></p> <p><i>The team will discuss the following items:</i></p> <ul style="list-style-type: none"> ● <i>Overview of incident(s)</i> ● <i>Proactive supports</i> ● <i>Least restrictive alternatives utilized</i> ● <i>Antecedent(s)</i> ● <i>Behavior (imminent danger)</i> ● <i>Consequence(s)</i> | <i>On-going, as needed</i> | <i>Classroom RBTPs Behavior Specialists BCBA Principal</i> |

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|---|--|--------------------------|--|
| | <ul style="list-style-type: none"> ● <i>Contributing factors</i> ● <i>Hypothesized function of the incident</i> ● <i>Proactive strategies/less restrictive alternatives that were attempted prior to RTO</i> ● <i>What can be done the following day to support the student to prevent future incidents?</i> | | |
| <i>Continue to hold 3 in 30 meetings when a student experiences physical restraint or time out on 3 days within a 30-day period</i> | <i>Hold a formal meeting with the parents, district representative(s), and school team when a student experiences physical restraint or time out on 3 days within 30 days to review the effectiveness of the procedures, discuss the continued use of individual behavior intervention plan, and determine if there is a need for a potential change in placement.</i> | <i>Ongoing as needed</i> | <i>BCBA Behavior Specialists Principal Classroom Teacher District Representatives RBTP Parents</i> |

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.

A comprehensive case study is initiated by the behavior team when a student is identified as having five RTO incidents within 30 days. The case study will be reviewed with the classroom team, which will include the school nurse, behavior analyst, and building principal.

The comprehensive case study includes the following items:

- Background Information (Diagnosis, hospitalizations, traumatic history, social development)
- Previous school placements
- Assessments during Therapeutic Programming



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- FBA/BIP Assessment throughout Therapeutic Programming
- Target Behavior Data/ Physical Restraint Overview
- Related Services Overview

| 2024-2025 Action Items | Steps to Complete Action Items | Timeline | Responsible Party |
|---|--|--|--|
| <p><i>Continue the process in place for developing comprehensive case studies for students who experience 5 RTO incidents within a 30-day period.</i></p> <p><i>Create a formal process to ensure appropriate school personnel are fully informed of relevant factors for individual students</i></p> | <p><i>The building teams will continue the comprehensive case study process for students who have five RTO incidents within a 30-day period.</i></p> <p><i>Upon enrolling new students, the team will collect and create a case study followed by conducting meetings with the classroom/IEP team members to discuss relevant academic, behavioral, and social developmental history.</i></p> <p><i>Provide training for all staff on general guidelines for trauma-informed approaches to behavioral supports (Ukeru and CIBS).</i></p> | <p><i>On-going as needed</i></p> <p><i>On-going as needed</i></p> <p><i>Upon hire and annually</i></p> | <p><i>BCBA Behavior Specialist RBTP</i></p> <p><i>Principal IEP Team</i></p> <p><i>Ukeru Trainer BCBA/Building Principal</i></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.

All students with Behavior Intervention Plan (BIP) have an individualized student protocol. The student protocol aligns directly with the BIP that is included within the student's IEP. The protocol is used by the classroom staff to effectively support the student by providing instructions for staff training. The goal of the protocol is to reduce the use of restrictive measures, such as physical restraint, time-out, or isolated time-out. The protocol outlines any student emergency or medical information, defines their target behaviors and hypothesized function(s), motivators/rewards, environmental supports, instructional supports, positive supports, and de-escalation strategies that staff should implement when the student's target behaviors are observed. The document also includes crisis management strategies such as Ukeru or PCM protocols. The team ensures the least restrictive measures are implemented before the use of physical restraint, time out, or isolated time out.

When a student has three instances of physical restraint within 30 days, the team will hold a 3 in 30 meeting with the parents, district, teacher, registered behavior technician/paraprofessional, and behavior analysis and/or behavior specialist. During this meeting, the behavior analyst and/or behavior specialist will conduct a review of the effectiveness of the procedures, discuss the continued use of the student's individual behavior intervention plan, and determine if there is a need for a potential change in placement.

| <i>2024-2025 Action Items</i> | <i>Steps to Complete Action Items</i> | <i>Timeline</i> | <i>Responsible Party</i> |
|---|---|------------------------|--|
| <i>Team will continue to utilize forms and procedures for individualized student planning for students with multiple instances of RTO</i> | <i>Continue to incorporate individual planning/problem solving into the classroom debriefing of crisis Hold a formal meeting with the parents, district representative(s), and school team when a student experiences physical restraint or time</i> | <i>On-going</i> | <i>BCBA Behavior Specialists Principal Classroom Teacher District Representatives RBTP Parents</i> |



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| | <i>out on 3 days within 30 days to review the effectiveness of the procedures, discuss the continued use of individual behavior intervention plan, and determine if there is a need for a potential change in placement.</i> | | |
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G. Describe how the information will be made available to parents for review.

When an RTO incident occurs, the parents will be notified with a note on the same day the RTO event happened. Within one day (unless the next day is a weekend or holiday), the parent will receive an email about the event. Within two days, the parent has the right to schedule a meeting about the RTO incident, and the meeting would be held within two days of the request. If a student has three RTO incidents within 30 days a meeting will be scheduled to review the RTO incidents. After all meetings, notes from the meeting will be provided to the parents via email.

| 2024-2025 Action Items | Steps to Complete Action Items | Timeline | Responsible Party |
|---|--|---------------------|---|
| <i>RTO Plan will be finalized and posted on the Marklund Website</i> | <i>RTO plan will be posted on Marklund website once draft is finalized and approved internally</i> | <i>October 2024</i> | <i>Director of Education and Adult Services</i> |
| <i>Include link to RTO plan in notification to parents following any use of RTO</i> | <i>Update the “Parent Notification of Restraint/ Time-Out Letter” that is sent after an incident of RTO that includes a link for the Marklund RTO Reduction Plan</i> | <i>October 2024</i> | <i>Building Principals BCBA/Behavior Specialist</i> |



H. Describe a modification process (as necessary) to satisfy the aforementioned goals.

Marklund Day School will continue to monitor the goals and refine data collection procedures, as necessary throughout the school year. Crisis data will be reviewed at each building on a bi-weekly basis at the building communication meetings. A quarterly review of students' target behaviors and instances of Ukeru, PCM, including physical restraint, and time-out/isolated time-out will be discussed at the quarterly Data Reduction Team (DRT) meeting with each classroom. The DRT oversight team will look at the data every quarter across all buildings to ensure we are on track to meet our goals. Based upon the review of data, the team will discuss any modifications or additional professional development that needs to be provided to the staff.

| 2024-2025 Action Items | Steps to Complete Action Items | Timeline | Responsible Party |
|---|---|--|---------------------------|
| <i>Evaluate progress and impact of action plan at quarterly DRT Oversight Team Meetings</i> | <i>Finalize schedule for DRT Oversight Team Meeting dates for the 24-25 school year.</i> | <i>Fall 2024</i> | <i>DRT Oversight Team</i> |
| | <i>Review data at each meeting to reflect on progress towards goals and action plan items</i> | <i>Ongoing through 2024-2025 school year</i> | <i>DRT Oversight Team</i> |
| | <i>Engage in ongoing problem-solving and/or modifications to the plan as needed.</i> | <i>Ongoing through 2024-2025 school year</i> | <i>DRT Oversight Team</i> |



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