Iowa City Community School District
Time-Out Committee

March 27, 2017
5:30 – 7:00 PM
Welcome & Introductions

- Ground Rules:
- Start and End on Time
- Respectful of everyone’s experiences and background
- No side-bar conversations
- Parking lot
• Directive From ICCSD Board of Education
• Results to be shared with Board by April 25, 2017
  • What does the time-out space look like? Make recommendations regarding physical space – construction, physical space, materials.
  • How are these rooms used? Be able to inform the community regarding: what is the continuum, what does this look like?
*Caveat

• Results shared with the Board
  • Will utilize these results to do one of three options.
• **Given specific conditions** (training, effective communication, clear reporting forms, oversight etc.), are TO rooms a necessary intervention within our continuum of crisis management?
Incident Forms

- District Incident Forms
- Feedback share out
- Next steps; drafts incorporating feedback
Number of unique teachers referring. We know who was involved but not who initiated the move to a more restrictive setting.

How long are incidents – how long in timeout?
- Average duration of incident district-wide = 43 minutes
- Average duration of time in a timeout room = 19 minutes

% special education vs. regular education using rooms
- 73% special education vs 27% gen ed

Behaviors leading to referral

What are buildings without timeout rooms doing in place of using them?

Demographics of use – broken down graphics of school
Data requested

How often do school CPI teams meet? Monthly

How often are teams reviewing data in order to make changes to the BIP based on the amount of timeout room use? Based on Progress Monitoring of student’s individual education plan and # of incidents, if more than 5 in one month, reconvene the team.

Trauma informed Care – how can we ensure we are recognizing/honoring signs
i. History of trauma
ii. Mental health 1st aid
iii. What is the research around the trainings? Impact of training?
Demographics
Column Headings

- Incident Duration
- Time Out
  - In a timeout room
  - In a location such as office, classroom, etc.
- # of incidences
- Race
- Behaviors
• Copies on table to review
  • Write on them, add post its, will collect at the end

• What additional questions do you have as you review this data?
Additional resources

• Hanover Report
• Virtual Parking lot resources
• Review Section 1, pages 5-11.
• As a table group, consider the definitions of time-out, time-out room and seclusion.
• Consider revisions or additions needed to further clarify terminology given the additional information from the Hanover Report.
Best Practices In Student Time-Out and Seclusion Report

• Share Out
• Do we need more time to answer the question?
• Given specific conditions (training, effective communication, clear reporting forms, oversight etc.), are TO rooms a necessary intervention within our continuum of crisis management?
Next Steps

• Additional Information?
• Next Meeting: