

Whiteside SD #115
Physical Restraint, Time Out and Isolated Time Out Reduction Plan

RTO Oversight Team Members

Meeting Date: May 25, 2023

Mark Heuring, Superintendent
Nathan Rakers, Principal ES
Monica Laurent, Principal MS
Chris Stinnett, Special Ed. Coordinator
Amy Leritz, School Social Worker

Kacey Selliers, School Counselor
Amy Hartung, Special Education Teacher
Taryn Harwell, Special Education Teacher
Sarah Cason, General Education Teacher
Ashley Brown, General Education Teacher
Gena Hamilton, Paraprofessional

ISBE RTO Goals (2 Required and 1 selected)

- **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 experiencing five-plus instances of RTO in a 30-day period by 25%.

Progress Reporting

- **RTO Data /Instances**
 - 2021-22 - RTO Data - 0 instances
 - 2022-23 - RTO Data - 1 instance - 1 student
- **How has your district's school year RTO Reduction Plan supported improvements?**

Whiteside School District's RTO plan was put in place in the 21-22 school year as required through ISBE with zero RTO instances. During the 22-23 school year the district experienced one incident of RTO creating an increase in total instances as well as student percentages.
- **What targeted areas for RTO reduction were not successful? Please describe the factors that contributed to the unexpected results from the previous RTO Reduction Plan?**

Whiteside SD 115 experienced 1 RTO incident with 1 student. Due to the increase of one incident by one student the district did not meet goals 1 and 2 stated previously in the RTO plan. However, the student in question was new to the Whiteside School District. The district in addition found a history of

inappropriate behavior documented from his previous school district. This data included in-person as well as virtual behavior concerns. Whiteside experienced one instance of RTO that took place near the end of the school day. The administration and teacher was able to identify the underlying cause and put in place safeguards that in turn stopped further RTO situations. Due to this data, the district did meet Goal 3 notated in the RTO plan.

The following components are included and utilized in the District #115 RTO Plan as notated by PA 102-00339:

1. District Oversight Team

- a. Created and is listed at the beginning of this document

2. Collect/Disaggregate District Level Data

- a. Disaggregated district-level RTO data indicates that there has been one instance of physical restraint, time out, and isolated time outs in district buildings across the past two years. Whiteside School District's three goals are notated in the previous section of this document.

3. Required components of the District's Process

(Reviews Data/Data Analysis/Creates RTO plan/Modified as Needed)

- a. Positive Classroom and School Behavior Interventions: The building level teachers are required to include positive interventions for wanted behaviors in the classroom. The district also utilizes a homegrown program that identifies students for making positive choices. The district has multiple programs including STAR students, Hallway Heroes, and Student of the Month.
- b. Administration, teachers, and paraprofessionals utilize the best practice of providing the student in question with additional space, removal of the other students or the student in question, or redirection by involving the student through items they are interested in.
- c. Building level administration have been trained as trainers in Crisis Prevention Institute (CPI). The district then requires all teachers and paraprofessionals at the beginning of the school year to complete CPI training with a district trainer. Teachers and paraprofessionals are strongly encouraged to use all de-escalation techniques and only restraints when students are hurting themselves or other students.
- d. Building level administrators will meet with teachers and paraprofessionals after any incidents to review the situation and discuss ways to utilize non-RTO methods.

- e. Building level administrators will review intake/enrollment data from previous schools when it is available regarding instances of RTO. The administration will then meet as a team (teachers, paraprofessional, special ed coord.) to share the data that was obtained when the student enrolled. This might include but not limited to: abuse history (physical, mental, sexual), medical conditions, and mental health conditions. The district is required to meet state and federal disclosures with such data.
- f. The district keeps RTO plans separate and apart from a student's IEP and 504 plans.
- g. The Whiteside School District #115 will post this plan on the district's website and is available at either the principal's office and the district office. The plan can be found at www.wssd115.org located under required postings.
- h. All plans and aforementioned steps in regards to RTO instances can be modified if and as needed by the RTO team or building level teams which include principals, special education coordinators, teachers, and paraprofessionals.

Questions regarding the District's RTO plan can be directed to Mark Heuring, Superintendent, at mark.heuring@wssd115.org or Chris Stinnett, Special Education Coordinator, at chris.stinnett@wssd115.org.