

Streator Elementary District #44 RTO Plan FY24

Progress Report for the Streator Elementary District #44 RTO Plan FY23:

- A. Data:
 - a. During the 2022-23 school year, Streator Elementary School had a total of 4 restraints. During the 2021-22 school year, they had a total of 5 restraints. There was a reduction in the number of RTO incidents by over 10%.
 - b. During the 2022-23 school year, Streator Elementary School had 2 students that were restrained, and during the 2021-22 school year, they had 4 students restrained. The district did reduce the number of students experiencing RTO by over 10%.
 - c. During the 2022-23 school year, Streator Elementary School had 0 students that experienced 5 or more instances of restraint, time out, or isolated time out in a 30 day-day period. This was maintained from previous years.
- B. Improvements:
 - a. During the 2022-23 school year, PBIS, BIST, as well as other positive supports, were successful in decreasing the number of students that were restrained as well as the number of restraints. It also helped maintain the lack of any student needing a restraint or time out 5 or more times during a 30-day period. The proactive measures utilized at Streator Elementary School continue to help with the de-escalation of students as well as preventing escalation in the first place with students.
- C. Targeted Areas Not Successful:
 - a. During the 2022-23 school year, PBIS and BIST continued to be implemented, in addition to other positive supports, and this was successful in helping to meet the goals in the targeted areas.
- D. Members of Oversight Team:
 - a. Bob Ketcham, Heather Ketcham, Anne McDonnell, Principals
 - b. Beth Lawless, Kristin Lindeman, Megan Theisinger, Social Workers
 - c. Nicole Murphy, Nurse
 - d. Angie Graff, Preschool Teacher
 - e. Angela Revell, Kindergarten Teacher
 - f. Holly Faletti, Speech Pathologist
 - g. Hannah Karpati, Behavior Interventionist/Paraprofessional
 - h. Karen Smith, Paraprofessional
 - i. Mary LeRette, Bianca Barbier, Special Education Teachers
 - j. Alyssa Brust, School Psychologist
 - k. Heidi Schultz, Director of Special Services/School Psychologist
- E. Dates of Meetings:
 - a. April 27, 2022
 - b. May 26, 2022
 - c. June 22, 2023

RTO Reduction Goals for 2023-24:

- 1) Currently, the District has 0 students that have experienced 5 or more instances of restraint, time out, or isolated time out (RTO) in a 30-day period for the 2022-23 school year. The District will maintain the status of 0 students experiencing 5 or more instances in a 30-day period, over the course of a 12 month period, as implemented, measured and monitored by the components and action items enumerated on the Plan below.
- 2) Currently, the District had a total of 4 restraints for the 2022-23 school year. The District will reduce the number of RTO incidents by 10%, as measured and monitored by the components and action items enumerated on the Plan below.
- 3) Currently, the District had a total of 2 students that experienced RTO during the 2022-23 school year. The District will reduce the number of students experiencing RTO by 10%, as measured and monitored by the components and action items enumerated on the Plan below.

Provide details of a plan to support a vision for cultural change that reinforces the following:

The timeline for completing the required components of the RTO Plan will be over the 2023-2024 school year and with the responsible parties including District student services administration, building administration, and relevant building staff.

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:

a. Action Item:

- *For the 2023-24 school year, Streator Elementary School will begin to implement the BIST process for the 5th grade in order to help with the transition for students from elementary to junior high school.*
- *At Streator Elementary, positive behavioral interventions that have been adopted include, but are not limited to Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning curriculum, Positive Office Referrals, Check In/Check Out, access to the social worker, School Resource Officer (SRO), Behavioral Interventionist, Chill Pass/break cards, visual schedules, Behavior Intervention Support Team (BIST), Plans for Success, Buddy Rooms, Alternate Recess and Lunch, skill based coaching, incentivized dance parties, behavior charts, social stories, Goals for Life Pledge, positive messages to parents, student jobs, Golden Spatula, Lunch Bunch, Love and Logic, and Suite 360, which support non-coercive environments. These supports will continue to be available to students on an on-going basis throughout the entire school year.*
- *Provide proactive, preventative, and tailored positive behavioral interventions for students identified through behavioral screeners, referrals, or school problem-solving*

teams. Behavioral data is collected on an on-going basis and is reviewed through problem-solving meetings that occur on a monthly basis.

- *Implementation of positive behavioral interventions through tier 1, 2 and 3 programming. Interventions occur on an on-going basis and are adjusted based on data reviewed at the problem-solving meetings each month.*

b. Steps to Complete Action Item:

- *District administration and specialists (behavioral specialists, psychologists, social workers, etc.) will collaborate with school teams (including teachers, teacher assistants, support staff, and building administration) for ongoing support in utilizing positive behavioral interventions. This may include review of school behavioral data, behavioral support expectations, recognition systems, and internal committee monitoring. These meetings occur on a monthly basis throughout the school year.*
- *Provide professional development to reduce/eliminate restraint, time out, and isolated time out.*
 - *Examples:*
 - *Training for staff on BIST philosophy and procedures will occur during both the fall semester and possibly continue into the spring.*
 - *Training for staff on Trauma Informed practices will occur in the fall district-wide.*
 - *Training opportunities for select staff that focuses on behavioral and emotional regulation training, which may include alternatives to hands-on approaches, occurs in the summer before school starts, on a staff inservice day in September, and throughout the entire year at the Special Education Cooperative, LEASE, office.*
 - *Increased time allocated for training for staff that serve students with significant behaviors and mental health challenges to allow for more proactive interventions and services. This is available to staff as training opportunities come up throughout the school year.*
- *Ongoing data review of RTO interventions to inform staff support, training, and development needs based on information obtained about trends in use of RTO. This will be done as needed throughout the school year based on the number of RTO incidents that are occurring.*

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

a. Action Item:

- *Provide professional development and training on de-escalation techniques, behavior management strategies, trauma sensitive practices, implicit bias, special education and Section 504 implementation best practices, restorative practices, and CPI. Trainings on these topics occur in the summer, on institute day in October, on*

early out professional development days, and throughout the entire school year at the LEASE office and through conferences occurring in the area.

b. Steps to Complete Action Item:

- *Develop/Implement consistent training methods/materials and schedule for trainings. The schedule for district trainings is completed prior to the start of the school year and adjusted as needed.*
- *Continue to provide instruction to students to build their skill sets for self-regulation.*
- *Ongoing professional development/training, support, and collaboration will occur as well as planning for onboarding for new hires. On-going training opportunities are made available to all new hires as well as current staff.*

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

a. Action Item:

- *Provide professional development and training on crisis techniques. This is done through CPI training offered on a yearly basis throughout the school year.*
- *Utilize a crisis intervention protocol. This is based on the CPI model of de-escalation techniques.*
- *Identify crisis intervention responders and roles for staff. A spreadsheet of staff that are trained in CPI is kept and shared with administrators on an on-going basis so that those responders can be identified in each building.*

b. Steps to Complete Action Item:

- *Develop/Implement consistent training methods/materials and schedule for trainings.*
- *Ongoing professional development/training, support, and collaboration will occur as well as planning for onboarding for new hires.*

D. Describe 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:

a. Action Item:

- *Conduct debriefing meetings to assess what occurred, why it occurred, and to think through ways to prevent use of the intervention the next time. These will occur after any incidence of RTO.*

- *Proactive regular team meetings to plan for students as well as utilization of the Individual Student Plan for any student that meets the criteria. Team meetings occur on a monthly basis to discuss student behaviors. Individual plans will be developed as needed.*

b. Steps to Complete Action Item:

- *Ensure staff are aware of and utilize debriefing procedures. Debriefing procedures will be shared with staff on an on-going basis.*
- *Document debriefing efforts. This will occur after every debriefing session.*
- *Ensure debriefing is consistent with the requirements for reviewing and analyzing time out and restraint during extended instances or repeated instances of their use. Debriefing procedures will be reviewed on a regular basis to make sure they are consistent with the requirements.*

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. Action Item:

- *Develop/implement procedures for ensuring 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. This information will be shared with appropriate staff on a needs-to-know basis.*

b. Steps to Complete Action Item:

- *Share relevant information with appropriate school personnel at the beginning of the school year to the extent that it impacts behavior management, de-escalation, crisis management, etc.*
- *When creating any individual student plans, teams will 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 and mental health information.*
- *When utilizing proactive regular team problem-solving meetings, special education meetings, or other meetings to plan for students, include relevant information about the student's history, including any history of physical or sexual abuse, and other relevant medical mental health information with appropriate school staff regarding the use of restraint and time out.*

- *When debriefing the use of restraint or time out, include relevant information about the student's history, including any history of physical or sexual abuse, and other relevant medical mental health information with appropriate school staff.*

F. Identify steps to develop individualized student plans as required by Public Act 102-0339. Plans should be separate and apart from a student IEP or 504 plan.

a. Action Item:

- *Develop, implement and determine procedures for reviewing individual student plans.*

b. Steps to Complete Action Item:

- *Criteria for developing an individualized plan*
 - *For students that have experienced 5 or more instances of restraint, time out, or isolated time out (RTO) in a 30-day period, a plan must be developed, but a plan can be developed at any time based on the student's circumstances*
 - *If recent use of RTO is present in the data review (1-2 years)*
 - *For any students that have experienced repeated instances in a month, a semester, a 1 year period*
- *Individuals for creating the plans are:*
 - *Behavioralists, special education teachers, social workers, psychologists, school administrators, parent input*
- *Review and analyze individual student data related to RTO and current BIP. This will occur on an on-going basis for each relevant student.*
- *Document specific steps the team will take to reduce their use of these restrictive interventions.*
- *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 and mental health information.*
- *Consider committee review process by individuals not working with the student.*
- *Ongoing support, training, and collaboration will occur with the serving team as they work to implement the plan and review its effectiveness.*

G. Describe how the information will be made available to parents for review.

a. Action Item:

- *District will notify parents and guardians that the plans and reports are available for review:*
 - *Notice at time of enrollment/registration*
 - *Web posting*

b. Steps to Complete Action Item:

- *District will notify parents and guardians that the plans and reports are available for review.*
 - *The District's Restraint and Time Out (RTO) Plan is available for review by request at your student's school office.*
 - *The District's Restraint and Time Out Plan (RTO) is accessible on the District's website.*

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

a. Action Item:

- *District Administration and relevant specialists will review data yearly to ensure the district is making progress towards goals and procedures are in line with all laws, recommendations, and directives.*

b. Steps to Complete Action Item:

- *Establish oversight committee goals/timelines. Each building has an RTO committee that will review goals and timelines on a yearly basis. The district RTO committee will review district goals/data/timelines on a yearly basis as well.*
- *Engage in student data review related to RTO interventions to better understand use, trends, and student and staff development needs.*
- *Review documentation for compliance auditing.*