

Oversight and Reduction Plan for RTO

Presentation to the Springfield Public School District
Board of Education
6/6/22

RTO Reduction Plan Requirements

- In accordance with the requirements set forth in 105 ILCS 5/2-3.130 and Public Act 102-0339, each school district board must create an oversight team that consists of, but is not limited to, teachers, paraprofessionals, school service personnel, and administrators to develop district-specific plans that include procedures to reduce and eventually eliminate the use of physical restraint, time out, and isolated time out (RTO).
- **RTO Reduction Goal: The plan's objective shall be a 25 percent reduction in the use of physical restraint/time out/isolated time out over a 12- month period for students experiencing five-plus instances in a 30-day period.**
- The plan shall be board approved and submitted to the Illinois State Board of Education by July 1, 2022. Yearly progress reports shall be submitted to ISBE by July 1 of each school year thereafter.

Committee Members

Margaret Thurman, Executive Director of Student Support Services

Tracy Deal, School Social Worker

Laura Jordan, Special Education Teacher

Nathan Kochanowski, Building Principal

Alandria Nailing, Paraprofessional

Cara Washam, School Social Worker

Lyn Williams, Supervisor of Classified Staff & Student Support Services

Amelia Zibutis, Supervisor of Student Support Services

ISBE Guiding Questions

- Guiding Question 1: Explain how the entity plans to adopt and utilize positive behavioral interventions and support rather than physical restraint, time out, and isolated time out
- Guiding Question 2: Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out
- Guiding Question 3: Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and time out
- Guiding Question 4: Describe the 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.

ISBE Guiding Questions Cont...

- Guiding Question 5: 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.
- Guiding Question 6: 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.
- Guiding Question 7: Describe how the information will be made available to parents for review.
- Guiding Question 8: Describe a modification process (as necessary) to satisfy aforementioned goals.

Major Components of Reduction Plan

Strategic Goal #2: Enhance academic and emotional support so students can reach their full potential

- BBSS/SEL Strategies
- CPI Training
- Reflective Problem Solving Meetings
- Compliance with ISBE Timelines

Questions