

## **Staunton Community Unit School District #6 RTO Plan**

**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 (individual) students experiencing five-plus instances in a 30-day period.

- Staunton Community Unit School District #6 has had 1 student in which the use of physical restraint/time out/isolated time out took place 5 or more times within a 30 day period over the course of 12 months with 10 incidents of restraint or time out. A 25% reduction would be having no more than 7 incidents.
- The RTO plan team members are as follows: Alison Storm (SMASE Special Education Administrator), Rae Larson (SMASE Social Worker), Sarah Kilpatrick (Staunton CUSD #6 Counselor), Linda Thomas (Staunton Paraprofessional), Clare Hammons (SMASE Teacher), Bill Carpenter (Interim Principal), Brett Allen (Staunton CUSD #6 Superintendent)

### **Details of the plan to support a vision for cultural change:**

**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;**

**Action Item:** Staunton Community Unit School District #6 staff will utilize positive interventions and supports rather than physical restraining, time out, and isolated time out.

**Steps to complete action item: Continued use of / initial implementation:**

- Student of the Month/Star Student Program
- Use of district social groups
  - Social Skill groups
- Character education (7 Habits)
- School counseling
- Locust Street Behavioral Health Services
- Macoupin County Mental Health Services
- Community Hope and Recovery Services
- Multi-Tiered System of Support (MTSS) / Response to Intervention (RtI) program
- Check in-Check Out program
- Class Dojo
- Quarterly Celebrations
- SEL Curriculum portions
- Additional Strategies
  - Well established, structure, routines and procedures
  - High expectations and consistent response to student behavior
  - Collaborative learning
  - Morning rituals
  - Identification of student potential triggers
  - Trauma Informed Care Training
  - Restorative Practices

**Timeline:** Start of FY23 school year

**Responsible Party:** Building Administrators and staff

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

**Action Item:** Staunton Community Unit School District #6 staff will utilize de-escalation techniques to avoid physical restraint, timeout, and isolated time out.

**Steps to complete action Item: Training and implementation of:**

- **Nonviolent Crisis Intervention (CPI)**
  - Staff engages student with empathetic non-judgmental approach
  - Staff will provide clear direction or instruction using structured choices and limits in a calm voice
- **Annual Trauma Informed Care**
- **Restorative Practices**
- **Behavior Management Practices**
- **Additional Strategies**
  - Assess the student's basic needs
  - Identify triggers
  - Know when to switch out staff when they are emotionally charged
  - Offer safe place
  - Offer calming items and noise reduction
  - Model / Implement breathing techniques
  - Physical Blocking
  - Remove Audience
  - Planned Ignoring

**Timeline:** Start of FY23 school year

**Responsible Party:** Building Administrators and staff

**C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and**

**Action Item:** Staunton Community Unit School District #6 staff will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out.

**Steps to complete action item:**

- **Nonviolent Crisis Intervention (CPI)**
  - Staff engages student with empathetic non-judgmental approach
  - Staff will provide clear direction or instruction using structured choices and limits in a calm voice
  - Use strategies to maximize safety and minimize harm for all
- **Additional Strategies**
  - Assess the student's basic needs
  - Identify triggers
  - Know when to switch out staff when they are emotionally charged
  - Offer or direct to go to safe place
  - Offer calming items and noise reduction
  - Model / Implement breathing techniques
  - Physically block student from exiting the classroom
  - Remove other students from the classroom to maintain safety

**Timeline:** Start of FY23 school year

**Responsible Party:** Building Administration and staff

**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 use of intervention the next time.**

**Action Item:** Staunton Community Unit School District #6 staff will utilize debriefing meetings to review what occurred and revise staff response to prevent crisis or improve de-escalation techniques.

**Steps to complete action item:**

- Ensure that emotional and physical control is regained by student and staff
- Orient the team to the basic facts of the incident, review behavior documentation
- Look for patterns in student behavior and staff responses to said behavior
- Investigate alternatives to the behavior and strengthen staff responses
- Negotiate future approaches and expectations to student behavior
- Implement changes that improve future occurrences of behavior
- Give back responsibility to student while supplying support and encouragement
- Give support and encouragement to staff

**Timeline:** Start of FY23 school year

**Responsible Party:** Building Administration and staff

**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.**

**Action Item:** Staunton Community Unit School District #6 will ensure that appropriate school personnel will be fully informed of relevant student information while maintaining student confidentiality.

**Steps to complete action item:**

- Staff specific access to district student information system
- Student Review Team will keep the appropriate staff informed
- Debriefing Team will keep the appropriate staff informed
- Nurse will provide relevant student health information
- Special Education Case Managers will provide relevant IEP information
- School counselor/social worker(s) will provide relevant social emotional information
- 504 Coordinator will provide relevant 504 information
- General Education teachers will identify/refer concerns with At Risk students
- District substitutes will be provided with student specific relevant information

**Timeline:** Start of FY23 school year

**Responsible Party:** Building Administration and staff

**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.**

**Action Item:** Staunton Community Unit School District #6 staff will develop individualized student plans to address needs of At Risk students.

**Steps to complete action Item:**

- Student and/or staff complete universal screeners
- Identify students of concern and collect additional data
- Define /Analyze the problem based on data review
- Identify triggers or antecedents
- Brainstorm solutions

- **Implement the plan with fidelity**
- **Evaluate progress with data**

**Timeline:** Start of FY23 school year

**Responsible Party:** Building Administration and staff

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

**Action Item:** Staunton Community Unit School District #6 will inform parents of the RTO reduction plan

**Steps to complete action Item:**

- **District website**

**Timeline:** Start of FY23 school year

**Responsible Party:** School Technology Administrator

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

**Action Item:** Staunton Community Unit School District #6 will design a process to review and/or modify aforementioned goals.

**Steps to complete action Item:**

- **District RTO Oversight Team will review plan annually to assess whether changes are warranted**
- **The District RTO Oversight team will review updated disaggregated district-level RTO data to determine if the reduction goal was met**
- **Districts may consider revisions to any of the following:**
  - **School Improvement Plan**
  - **Strategic Plan**
  - **RTO Reduction Plan**
  - **Professional Development Plan**

**Timeline:** End of school year

**Responsible Party:** District RTO Oversight Team