**Wesclin CUSD #3**

**Physical Restraint, Time Out and Isolated Time Out Reduction Plan**

*RTO Oversight Team Members:*

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*ISBE RTO Reduction Goal*

With the plan is place, there shall be a 25 percent reduction in the use of physical restraint, time out, and isolated time out over a 12-month period for students experiencing five-plus instances in a 30-day period.

*Wesclin CUSD #3 RTO Reduction Goal and Plan*

Disaggregated district-level RTO data indicates that there have been zero instances of physical restraint, time out, and isolated time outs in district buildings across the past two years. Additional instances have occurred in specialized programs overseen by the Belleville Area Special Services Cooperative (BASSC). Wesclin’s goal is there shall be zero instances of use of physical restraint, time out, and isolated time out over a 12-month period.

In order to meet this goal, faculty and staff at Wesclin School District will be instructed in the use of de-escalation strategies, such as nonverbal communication, verbal intervention, including limit setting and empathic listening and understanding, and understanding students cues and positive interventions. Training in positive behavioral interventions and support, effective ways to de-escalate situations, crisis intervention techniques, and use of debriefing meetings will be provided to faculty and staff. This will include how to engage with students through verbal communication, as well as additional strategies to promote de-escalation (e.g. identifying triggers, removing an audience, providing positive attention, ignoring). These strategies will be taught and practiced at various professional development opportunities throughout the 2024-2025 school year by district- and building-level administrators.

In all settings, students in need of positive behavior intervention will receive a functional behavior assessment to identify the target behavior and function of the behavior being presented in order to employ and utilize appropriate positive behavior interventions and de-escalation strategies. These plans will be separate from formal plans (e.g. IEP and/or 504), and will be completed by a team of teachers, school psychologists, and building counselor/social workers. Each plan will include background information about the student as appropriate to provide to school personnel so that each person is fully informed of the student’s history. Additionally, each plan will outline strategies to use, how school personnel will be directed and/or instructed in how to use the strategy, as well as debriefing steps after student behavior occurs. Preferred district practice is to hold a meeting within 48 hours of behavioral intervention to analyze antecedent, behavior, and consequences in order to update procedures and reflect and revise positive behavioral interventions.

Building-level data meetings will be held every other month to discuss specific plans, review data, update plans as needed, and discuss use of crisis intervention techniques and positive behavioral interventions and supports. Parents will be informed of the data meeting as well as the updated plan as needed, and will have access to all discipline information upon their request. This RTO Reduction Plan will also be placed on the Wesclin #3 Community Unit School District website ([www.wesclin.org](http://www.wesclin.org)) for all stakeholders to view.

The district RTO Oversight team will meet yearly to review disaggregated district data, modify the overall plan if necessary, and review the need for additional professional development in positive behavioral interventions and support, effective ways to de-escalate situations, crisis intervention techniques, and use of debriefing meetings.