

RTO Reduction Goal: The plan’s objective 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. The plan shall be submitted to rtoreductionplan@isbe.net by **July 1, 2022**. Yearly progress reports shall be submitted to ISBE by July 1 of each school year thereafter.

*Goal is in place for students physically in attendance on-site at Manteno CUSD 5 schools.

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

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p>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;</p>	<p>Manteno CUSD 5 has the current practices in place to support positive behavior interventions:</p> <ol style="list-style-type: none"> 1. Schoolwide SEL Curricula 2. PBIS scheduled goals and incentives 3. Student recognitions 4. Mentoring study halls 5. The Closet and Food Locker (basic need items available) 6. Donuts with Dudes and Sparklers 7. PTO incentives and experiences 8. Panther Paws and recognition 9. STRIDE 10. Restorative Justice Practices 	<ol style="list-style-type: none"> 1. Currently in place 2. Currently in place 3. Currently in place 4. Currently in place 5. Currently in place 6. Currently in place 7. Currently in place 8. Currently in place 9. Currently in place 10. Include in carousel training 11. Identify staff in each building that can facilitate such experiences 	<p>Continue or 22-23 SY</p>	<ol style="list-style-type: none"> 1. Social Workers/Counselors 2. Building level admin. And PBIS team 3. All staff 4. Grade level teachers 5. Guidance Counselor and Student Council Sponsor 6. Director of Behavior Supports and Staffing Coordinator 7. PTO 8. All staff 9. STRIDE sponsor 10. Building level Administrators 11. Building level Administrators, Social Workers/Guidance Counselors

	11. Peer Mediation			
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;	<ol style="list-style-type: none"> 1. TCIS training is available to school staff. 2. Implicit Bias training 3. Trauma Informed professional development 4. Classroom/Behavior Management Training 5. Community Counseling Network 6. Discipline Professional Development 7. Social Worker(s)/counselors available in each building 	<ol style="list-style-type: none"> 1. Identify one de-escalation strategy to be reviewed each month at building staff meeting 2. Required annual staff training 3. Offer training 4. Offer training with BCBA consult support 5. Connecting with outside organization for counseling services 6. Administrators will attend training by legal counsel 7. Currently in place 	Continue or 22-23 SY	<ol style="list-style-type: none"> 1. TCIS team 2. Human Resource Director 3. Social Worker/Counselor 4. BCBA/Psychs 5. Director of Behavior Supports and Staffing Coordinator 6. Building Level Administrators 7. Social Workers/Counselors
C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out;	<ol style="list-style-type: none"> 1. Use TCIS strategies 2. Physical Safety Trainings 3. ICMPs 	<ol style="list-style-type: none"> 1. Refresh courses and initial training 2. Refresh courses and initial training 3. Staff training on ICMP development and components 	Continue or 22-23 SY	<ol style="list-style-type: none"> 1. TCIS team 2. TCIS team 3. Psychologists, BCBA, Social Workers

<p>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.</p>	<ol style="list-style-type: none"> 1. LSI for student 2. Parent meeting 3. Staff debrief 	<ol style="list-style-type: none"> 1. Debrief to occur within 24 hours of incident with staff involved, student case manager and one uninvolved party trained in behavior management (e.g. school psych or bx spec). 2. ICMP review 3. Behavior plan review 	<p>SY 22-23</p>	<p>TCIS trained staff involved in crisis and/or social worker, counselors</p>
<p>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.</p>	<ol style="list-style-type: none"> 1. These items are outlined in the ICMP. 2. Consult meeting with appropriate staff through Nurse and/or social worker/counselor 3. Parent meeting after incident or concerns 	<p>Hold debrief meeting with staff</p> <p>Hold parent meeting</p>	<p>SY 22-23</p>	<p>TCIS trained staff involved in crisis and/or social worker, counselors, nurse, RTO committee team member</p>

<p>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.</p>	<ol style="list-style-type: none"> 1. ICMPs 	<ol style="list-style-type: none"> 1. Staff will meet with the parent/guardian following a timeout and/or restraint 2. The team will create a plan for the student 3. The plan will be separate from a 504/IEP, if applicable. 4. The plan will be shared with the parent and necessary staff members 	<p>22-23 SY</p>	<p>TCIS trained staff involved in crisis and/or social worker, counselors, nurse, RTO committee team member</p>
<p>G) Describe how the information will be made available to parents for review.</p>	<ol style="list-style-type: none"> 1. Parent will be contacted 2. Documentation of incidents will be provided to parent within 24 hours 3. Parent invited to participate in follow-up meeting 4. Parent training/academies 5. Debrief meeting 	<ol style="list-style-type: none"> 1. Staff training on procedures and paperwork to complete from Time out/Restraint 2. Staff will review plan with parent 3. Copy of plan will be given to parent and kept in students temporary file 4. The district will place the document on the district website 	<p>Continue</p>	<p>RTO Oversight Team 1 District Data Coordinator/website administrator</p>
<p>H) Describe a modification process (as necessary) to satisfy aforementioned goals</p>	<ol style="list-style-type: none"> 1. RTO committee will review the plan on an annual basis and make modifications as needed. 	<ol style="list-style-type: none"> 1. Make necessary changes after plan review. Schedule annual meeting 	<p>SY 22-23</p>	<p>RTO Oversight Team</p>

** Adapted from ISBE RTO Reduction Plan Template 2/2022 ([link](#))**