



Restraint Timeout Reduction Plan

Overall District Goal

District 31 will reduce physical restraints by 50% in the 2022-23 school year and 100% in the 2023-24 school year. This goal was determined based on two previous restraints in the 2021-22 school year. In other previous years, the District did not have any restraints. Therefore, it is appropriate to reduce this number to one the first year and to zero the second year.

Steps to Reduce Isolated Time Outs

- All students will be screened using universal screening to determine if any student is at risk or in need of a behavioral intervention.
- At risk students will be brought through grade level teams for problem solving so the team can discuss the risk assessment, needs of the student and determine necessary interventions.
- If a student exhibits a safety concern or unsafe behavior, the school social worker will conduct a threat assessment to determine if the student is a threat to himself or others.
- Safety plans will be written and include District discipline policies and procedures and strategies and interventions to provide accommodations, supports, and strategies to promote student safety.
- If a student's IEP or 504 suggests that a physical restraint or isolated timeout is an appropriate intervention, the IEP or 504 team will meet to discuss and revise the behavior intervention plan. The team will determine alternate strategies and interventions to work proactively with the student and to intervene prior to needing physical restraint or isolated timeout. Any IEP or 504 within the servicing District of 31 stating the use of physical restraint or isolated timeout will be amended.

Monitoring Data

- Student and behavioral interventions data will be collected to ensure student safety.
- Winkelman will be collecting data using SWIS to determine if overall behavioral incidences have decreased overtime.
- Individualized data will be collected and uploaded into OTUS, our student information system.
- Positive incentives will be used for all students and the implementation of PBIS will continue. Students will be celebrated for good behavior, following expectations, and promoting positive behavior throughout the day. Positive reinforcement will be measured by the number of awards, celebrations, tickets, and other reinforcements.



Cultural Change and Mindset to Reinforce Positive Behavior Interventions

- Both schools are implementing Positive Behavior Intervention and Support Strategies (PBIS). Expectations for students are clear and staff members reward students for following expectations, positive behavior, and good work.
- De-escalation and understanding how to deescalate various situations is a focus of professional development in our District. We have provided the de-escalation training of non-violent crisis intervention to all staff to focus on de-escalation rather than physical restraint.
- Crisis in our District has various aspects of support that include the following:
 - Taking breaks
 - Removing self from the situation
 - Working with a trusted adult
 - Using stress balls or fidgets
 - Engaging in other activities
 - Using Zones of Regulations
 - Using strategies from Second Step
 - Using other SEL curricula
 - Asking for a choice activity until the student is regulated
- D31 has a problem solving model in which we discuss academics as well as social emotional needs of students. If a behavior or threatening situation occurred, the school social worker would do a threat assessment. The team would then debrief to discuss next steps. The team would develop a plan and then meet again to reassess the plan. District 31 uses the plan, do, study act model.



Review and Updates of the Plan

This RTO plan will be reviewed annually by the SEL task force and the Threat Assessment Safety Committee. If any changes are needed prior to that, the Assistant Superintendent for Student Services will bring the information forward and update the plan as needed.

Sharing Important Mental Health Concerns and Confidentiality

If a student is suffering from mental health concerns or other SEL concerns impacting the student that may need to be discussed, the team members who need the necessary information will be informed at a team problem solving meeting. The mental health concerns will be addressed in a

professional and confidential manner in order to make a cohesive and effective plan. Student records will not be shared with staff members or other members of the school community who are not part of the student's team or directly involved in the educational needs of the student.

Sharing Information with Parents

Parents on the Threat Assessment and Safety Committee will review the plan to reduce timeouts and physical restraints and provide feedback. Once feedback is received, changes will be updated. The RTO will then be posted on the parent resource page on the District website.

