

Physical Restraint, Time Out, and Isolated Time Out Progress Report and Reduction Plan Template

This template is an example to assist in guiding the development of the district RTO Reduction Progress Report and Plan. An entity may choose to utilize another template/format. The Progress Report and Reduction Plan template shall be submitted to rtoreductionplan@isbe.net by July 1, 2024.

Progress Report:

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2023-2024.

We did not have any Physical restraint, time out, and isolated time out (RTO)

How has your district's school year 2023-2024 RTO Reduction Plan supported improvements?

N/A

What targeted areas for RTO reduction were not as successful (if any)? Please describe any factors that contributed to the unexpected results from your previous RTO Reduction Plan.

N/A

Reduction Plan Template

List the names and titles of members of your district restraint and time out oversight team: The following are the list of titles for the oversight team must include, but is not limited to, teachers, paraprofessionals, school service personnel and administrators.

William Pender, Principal
Tori St. Phillips, Teacher
Kaley Aughenbaugh, Teacher
Janine Johnson, Para

List dates of oversight team meetings:

June 3, 2024 We met to discuss that we will continue with our plan because we did not have any physical restraint, time out, and isolated time out (RTO)

Goal Development: The plan's objective shall be centered around at least three reduction goals. **The two required goals for every district are:**

Goal
1

Reduce the number of RTO incidents by 10%.

Goal
2

Reduce the number of students experiencing RTO by 10%.

The plan shall include at least one goal selected by the district from the list of optional goals based upon district data. **Select at least one of the following:**

- Reduce the number of K-2 students experiencing RTO by 25%.
- Reduce the number of students of color experiencing RTO by 25%.
- Reduce the number of students experiencing five-plus instances of RTO in a 30-day period by 25%.
- Reduce the number of male students experiencing RTO by 25%.
- Reduce the number of incidents of RTO for students with autism by 25%.
- Reduce the number of students with an emotional disability experiencing RTO by 25%.
- Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%.

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p>Provide details of a plan to support a vision for cultural change that reinforces the following:</p> <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>	We plan to continue our approach that does not include physical restraint, time out, and isolated time out(RTO)	Stay the course for wjhat we have been doing because we don't use physical restraint, time out, isolated time out(RTO)	2024-2025	Principal
<p>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</p>	Redirections and non isolated time outs	Stay the course for what we have been doing because we dont use physical restraint, and isolated time out. ❑	2024-2025	Principal & teachers
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and</p>	Work together with principal, classroom teachers, social workers, and SPED teacher. ❑	Stay the course for what we have been doing because we dont use physical restraint, and isolated time out. ❑	2024-2025	Prinicpal, classroom, teachers, social worker, and SPED teacher.
<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>	Meet after any incident to determine what worked and what didn't	Stay the course for what we have been doing because we don't use physical restraint, and isolated time out.	2024-2025	Principal, classroom teachers, social worker and SPED teacher.

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
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.	When given a student with any sort of trauma, we first refer them to the school social worker and meet with the classroom teacher and and SPED teacher if necessary.		2024-2025	Principal, social worker
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.	Contact will be made with our out sourced SPED Cooperative	Work closely with our outsourced closely	2024-2025	Principal, classroom teachers, SPED teacher, social worker and PASEC(Our SPED Coop)
G) Describe how the information will be made available to parents for review.	We will post the plan on our website. On The about section. The	Work closely with our outsourced SPED cooperative and post	2024-2025	Principal, classroom teachers, SPED teacher, social worker
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	n/a	n/a	2024-2025	n/a