

## Physical Restraint, Time Out, Isolated Time Out Reduction Plan 2024-2025 School Year

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><b>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;</b></p>	<p>SD 170 has developed an annual training for school staff based on research and best practices in de-escalation, restorative practices, trauma informed practices, and behavior management.</p>	<p>*Schedule Crisis Prevention Institute Training (CPI). Refresher training for staff trained last year and initial training for newly identified staff members.</p> <p>*Training will include: Restorative Practices, Crisis De-escalation, Trauma Informed Practices, Behavior Management Practices, Identifying Signs of distress during physical restraint and time out.</p>	<p>Institute Days during the 2024-2025 school year starting in August/September 2024 and specified days during the first semester of the school year.</p>	<p>Institute Committee, Assistant Superintendent, Administrators</p>
<p><b>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and</b></p>	<p>Provide students with self-regulation skills, conflict resolution techniques, effective ways to communicate verbally and non-verbally and</p>	<p>*Daily Class Catalyst (CC) daily check in for students (electronic check in with self-regulation activities based on responses and an opportunity to private message the</p>	<p>Institute Days during the 2024-2025 school year starting in August 2024 and specified days during the first quarter of the school year. Continue practices</p>	<p>Institute Committee, Assistant Superintendent, Administrator, Teachers, Support Staff</p>

<p><b>isolated time out;</b></p>	<p>problem solve. Making students aware of staff support within their schools.</p> <p>District to offer Behavior Management Course Cohort to faculty and staff.</p>	<p>teacher. -Second Step Social Emotional Learning (SEL) programs to support character development and positive relationship interactions*Peace Circles/morning meetings *CPI training for identified staff *Use of behavior interventionist *Use of social worker/school counselor *Daily SEL practices to develop meaningful relationships with students *Positive talk *Drawing *Physical movement break *Preferential seating (move/placement) *One-on-one with assistant *Check in/Check Out *Explanation of procedures to help keep student safe and the response that would be needed to keep the student safe *Calming centers with timers, fidgets, paper for journaling - Breathing exercises *Staff enroll in Behavior Management Course.</p>	<p>implemented throughout the 2024-2025 school year.</p> <p>-</p>	
<p><b>C) Describe how the entity will</b></p>	<p>-Staff members will tailor each</p>	<p>* FBA developed as needed</p>	<p>Beginning in the 2024-2025 school</p>	<p>Case Managers, Social Workers,</p>

<p><b>utilize crisis intervention techniques as an alternative to physical restraint, time out, and time out</b></p>	<p>student’s Behavior Intervention Plan (BIP) according to Functional Behavior Analysis (FBA) and personality. -Staff will create a list of proactive options to de-escalate an imminent situation.</p>	<p>*BIP created from FBA *Staff who interact with student will communicate quarterly to review student progress *Transitional or Intake meeting for student to review BIP and revise as needed or conduct an FBA and BIP and/or a regulation and support plan for student *Review staff responses: model calm, safe behaviors, use active listening, remove the student’s triggers, use presence and proximity supportively, prompt student to use his/her preferred calming strategies if known, brief remark or cue to assist with calming student, provide clear, concise non-threatening directions, use teamwork to provide a sense of safety and control and to reduce tension *Redirect student to Class Catalyst supports</p>	<p>year review current and revised practices:  -FBAs/BIPs as deemed appropriate  -Triannual meetings to review student progress and RTO disaggregated data to monitor reduction of RTO.</p>	<p>School Counselors, and Multi-disciplinary Team, RTO Plan Team</p>
<p><b>D) Describe the entity’s plan to reassess what occurred and</b></p>	<p>Multidisciplinary Team to consist of but not limited to, school</p>	<p>*Personnel included in restraint will be present and staff will determine new</p>	<p>Beginning in the 2024-2025 school year review</p>	<p>Administrators, Case Managers, Social Workers, School</p>

<p><b>why it occurred and to think through ways to prevent use of intervention the next time.</b></p>	<p>administrator, social worker/counselor, nurse, dean, teacher, paraprofessional-- Review events/ antecedents leading up to incident -Review interventions used prior to isolated time out, time out or restraint</p>	<p>interventions for future incidents. *Determine alternate interventions to isolated time out, time out or restraint *Review staff responses and their effectiveness to determine alternate supports in the future: model calm, safe behaviors, use active listening, remove the student's triggers, use presence and proximity supportively, prompt student to use his/her preferred calming strategies if known, brief remark or cue to assist with calming student, provide clear, concise non-threatening directions, use teamwork to provide a sense of safety and control and to reduce tension *Redirect student to Class Catalyst supports *Review camera/video footage to assess what occurred and look at ways to address behaviors</p>	<p>current and revised practices: -Team meeting following significant behavior incident. -MTSS meeting for significant behavior incidents prior to RTO and/or following RTO.</p>	<p>Counselors, and staff involved with behavior incidents</p>
<p><b>E) Include action step(s) that describe procedures to</b></p>	<p>-Obtain parent consent for medical/health</p>	<p>*School Administrator and/or Case Manager to</p>	<p>Beginning in the 2024-2025 school year review</p>	<p>School Administrator and/or Case Manager,</p>

<p><b>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.</b></p>	<p>release of information.          -Share information with relevant team members.          -Obtain consent to authorize social worker/counselor to provide counseling services after re-entry after OSS or Peace as needed.          - Obtain consent to authorize social worker/counselor to consult with outside agencies to coordinate continuum of care between the school and outside services.</p>	<p>coordinate/schedule meeting with team members          *Request medical documentation from hospitalization or physician report for recommendations to support students at school *Parents can provide copies or the request for records can be sent to the physician *Share relevant information with staff who work directly with the student at team meetings whether it is a re-entry plan following a hospitalization or partial hospitalization program, Peace Program, IEP meeting, 504 Plan Meeting, MTSS meeting, or any change of placement.          *Team will determine the need for FBA/BIP          *If student already has a BIP it will be reviewed and revised as needed.          *Consult with outside agencies as needed.</p>	<p>current and revised practices:          -Share information provided at team meetings which includes parents/guardians and staff working with students prior to the student returning to school or the day the student returns to school.</p>	<p>School Nurse, Social Worker/, School Counselor (staff working directly with individual student)</p>
<p><b>F) Identify steps to develop individualized student plans as required by PA</b></p>	<p>-Gather information to develop FBA and create an individual Student</p>	<p>*Create FBA          -*tudent Behavior Plan developed based on FBA and</p>	<p>-Beginning in the 2024-2025 school year review current and revised practices.</p>	<p>Administrators Case Managers, Social Workers, School Counselors, and</p>

<p><b>102-0339. Plans should be separate and apart from a student IEP or 504 Plan</b></p>	<p>Behavior Plan for general education students and students with an IEP or 504 Plan.</p>	<p>team input, including the parents.</p>	<p>-Team meeting following significant behavior incident.          -MTSS meeting for significant behavior incidents prior to RTO and/or following RTO.          -Review/Revise as needed.</p>	<p>staff involved with behavior incidents.</p>
<p><b>G) Describe how the information will be made available to parents for review.</b></p>	<p>Parents/guardians will be notified of the RTO Plan in the Parent Handbook, and District Website.</p>	<p>Parents/guardians will be notified of the RTO Plan in the Parent Handbook, and District Website.</p>	<p>Annually, Summer 2024</p>	<p>District Office Administrators, Administrative Assistants, PR Director, Technology Director</p>
<p><b>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</b></p>	<p>At least once per semester, the designated administrator will review the data on the use of restraint and time out in the district in order to improve prevention, de-escalation techniques to minimize the use of restraint and time out, improve positive behavior intervention and support, and modify the process as necessary.</p>	<p>-Schedule team meetings to review plan progress and modify the process as necessary at the school year midpoint and end.</p>	<p>SRTO Plan Team to meet in September 2024, January 2025 and April 2025</p>	<p>Administrators per semester  RTO Plan Team per trimester</p>