

24-25: JPSD86: District Physical Restraint, Time Out, Isolated Time Out Reduction Plan

RTO Reduction Goal 1: The plan's objective shall be to reduce the number of RTO incidents by 10%.
RTO Reduction Goal 2: The plan's objective shall be to reduce the number of students experiencing RTO incidents by 10%.
RTO Reduction Goal 3: The plan's objective shall be to reduce the number of students with an Emotional Disability experiencing RTO by 25%.

Original Oversight Team Members: Dr. Sunni McNeal-Assistant Supt. of Equity and Student Services; Dwayne Williams-Director of Equity and Student Services; Dr. Jennifer Smith-Director of Special Education; Andrea Gandy- Psychologist; Carrie Busse, Principal; Joellen Augustine-Mau, Teacher; Joseph Davies- Teacher; Jamie Elkhoury- Psychologist; Kristen Cooke, Social Worker; Laticha Henry, Principal; Melissa Crosby, Principal; Melissa Rainford, Paraprofessional

Plan Review Team Members:

<i>Required Components</i>	<i>Action Item</i>	<i>Steps to Complete Action Plan</i>	<i>Timeline</i>	<i>Responsible Party</i>	<i>Update:</i>
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;	-CHAMPS tier one behavior intervention -SEL curriculum for grades pre-kindergarten thru 8th (Second Step pre-k to 5th; Character Strong grades 6-8) -DESSA Universal Behavior Screener (completed twice annually) -Social workers/school counselors assigned to each school building to address SEL concerns among students and	Staff training on SEL curriculum Staff training on DESSA screener Provide SEL curriculum access to materials for all schools CHAMPS training offered to the district	Training in the fall of 2024	Department of Equity and Student Services	

	<p>provide preventative supports</p> <ul style="list-style-type: none"> -Check in-Check out -De escalation strategies -Manipulating the environment -Lunch groups -Mentoring -Visuals -Fidgets/calming tools -Calm down areas within the classroom -Teaching calm down techniques -Utilizing Zones of Regulation -Implementation of Everyday Speech 				
<p>B) Identify effective ways/best practices to de escalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>Classroom management plan</p> <ul style="list-style-type: none"> -incentives -deescalation area -individual behavior plans -student Functional Behavior Analysis and Behavior Intervention Plan <p>*Building support teams will utilize the risk assessment</p>	<p>Teacher training for de escalation</p> <p>Team meetings to discuss and address student behaviors and provide supports</p>	<p>Teacher training in the fall of 2024</p> <p>Team meetings monthly beginning in the fall of 2024 to Spring 2025</p>	<p>Teacher training - Department of Equity and Student Services Team meetings - Building administration</p>	

	<p>behavior matrix prior to providing support for students in crisis</p> <ul style="list-style-type: none"> -Walk and talks -Tiered positive behavior intervention (teacher, social worker, admin) -Peer mediation -Mediation between peer and staff -Removal from the situation/tag out 				
<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>	<ul style="list-style-type: none"> -Deescalation training offered -CPI to selected building teams -CHAMPS menu of consequences -Restorative practice training 	<p>Provide training to various groups:</p> <ul style="list-style-type: none"> Teaching staff and related service PALS program staff Autism program staff Administration 	<p>Summer, 2024</p> <p>Timesterly for 24-25 school year:</p> <ul style="list-style-type: none"> Trimester 1 (August-November) Trimester 2 (December-Feb) Trimester 3 (March-June) 	CPI trainers	
<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 the intervention next time.</p>	<ul style="list-style-type: none"> -Student Team meeting CPI debriefing (student, parent, teacher, and any other pertinent staff member) -Reflection forms 	<p>If RTO is utilized, the student's team will convene a meeting to discuss antecedent and create a plan that includes steps to deescalate the situation.</p>	As needed basis	Building administration	

<p>E) Include action step(s) that describe procedures to ensure 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 disclosure of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.</p>	<p>-School personnel will disclose necessary information to pertinent team members in compliance with confidentiality laws during the debriefing meeting</p>	<p>Problem-solving meetings will be held to discuss with parent Create an individual plan for student</p>	<p>Ongoing</p>	<p>Building administration</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>	<p>After the occurrence of the RTO, create an individual student plan</p>	<p>Convene a meeting with the child's team to discuss the following: 1. The details of the incident 2. Any triggers or antecedents identifiable 3. Interventions to decrease the probability of a future RTO</p>	<p>Ongoing</p>	<p>Building administration</p>	

		4. A follow up meeting date to review success of plan			
G) Describe how the information will be made available to parents for review.	-Ensure parents are aware if an RTO has taken place -Upload plan into "document" section in ASPEN	Notify parent in writing within 24 hours of the RTO Invitation extended to parent regarding student meeting	Notification of RTO distributed to parents within 24 hours of the RTO	Building administration	
H) Describe the modification process (as necessary) to satisfy aforementioned goals.	-Reduce the number of RTOs in each school building	Review the physical restraint, time out, isolated time out reduction plan annually Review the data of student RTOs	Formal review of RTO building plan end of spring of 2025	District Discipline Council	