

District 68 Oak Grove

Physical Restraint, Time Out, Isolated Time Out Reduction Plan 2024-2025

Progress Report: Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2023-24:

- In 2023/24 we had a single incident of a time out and a single incident of a restraint. This time out lasted 9 minutes and was located in the social work office. The restraint happened in a hallway to stop students from fighting.

How has your district's school year 2023-24 RTO Reduction Plan supported improvements? We had a significant decrease in the use of RTO.

- In 2022/23 we had one student with 5+ instances of RTO within a 30 day period
- In 2022/23 we had four total students with 56 incidents of RTO

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.

- We were successful in meeting our goals from last year.

List the names and titles of members of your district restraint and time out oversight team:

- Angela Phillips, Director of Student Services and CPI Trainer
- Ryan Murray, Principal
- Dalia Afify, Paraprofessional
- Jennifer Elfering, Teacher
- Melissa Ostach, Speech and Language Pathologist
- Allie Wilgus, School Social Worker

List dates of oversight team meetings:

- May 16, 2024

RTO Reduction Goals:

1. Reduce the number of RTO incidents by 10%
2. Reduce the number of students experiencing RTO by 10%
3. 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>	<ul style="list-style-type: none"> • Each classroom has behavior expectations and plans (classroom treaty) • Each classroom has a morning meeting • Each classroom has a quiet spot/relaxation corner • Available MTSS Tiered Behavioral Interventions (various curriculum/ techniques to utilize) • SEL universal screener • Access to social work and psychologists • K-5 SEL teacher that provides weekly lessons • CPI trainings offered 	<ul style="list-style-type: none"> • District-wide Trainings on: <ul style="list-style-type: none"> ○ behavior management ○ functions of behavior ○ data collection ○ behavior plan development ○ CPI training ○ SEL Training • Implementation of a universal SEL Screener • Positive behavior assemblies • Blue tickets 	<ul style="list-style-type: none"> • CHAMPS training ongoing • CPI training ongoing • District-wide Universal SEL training • Staff trainings (including New Teacher Training): ongoing • Offer a de-escalation training and CPI training 	<ul style="list-style-type: none"> • Student Services Department • Building and District administrators

	yearly to all staff which includes <ul style="list-style-type: none"> ○ Evading physical aggression ○ Visual of /Decision making matrix to understand and define “Imminent Physical Danger” 			
Required Components	Action Item	Steps to Complete	Action Item Timeline	Responsible Party
Provide details of a plan to support a vision for cultural change that reinforces the following: B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out.	<ul style="list-style-type: none"> ● District-wide training in: <ul style="list-style-type: none"> ○ De-escalation techniques ○ CPI Risk Matrix ● Designated calming/sensory within the building ● Define and identify tier 1 strategies for calming/sensory/break strategies ● School created response protocol for an assistance and a CPI call ● Response team for assistance and/or CPI calls ● Identifying a trained staff member as team lead for 	<ul style="list-style-type: none"> ● District-wide training: <ul style="list-style-type: none"> ○ CPI training ○ Risk Matrix ○ Defining what is danger to staff ○ Define and provide visuals/examples of imminent physical danger ○ Communication and problem-solving ● Schools creation of: <ul style="list-style-type: none"> ○ Response protocol ○ Response teams ○ Calming/sensory locations 	<ul style="list-style-type: none"> ● Annual, ongoing De-escalation/CPI training ● Creation and implementation of monthly, ongoing CPI refresher/team meeting ● Offer a de-escalation training and CPI training 	<ul style="list-style-type: none"> ● Student Services Department ● Building administrators

	<p>communication/ problem-solving during a crisis with fidelity</p> <ul style="list-style-type: none"> • Zones of Regulation • Upstairs/Downstairs brain 			
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>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out.</p>	<ul style="list-style-type: none"> • District-wide training in: <ul style="list-style-type: none"> ○ CPI Training ○ Fail safe choice options ○ Evasion techniques ○ Staff rotation ○ If-then/when-then/first-then technique ○ Limit setting ○ Visual cues/prompts ○ Limit verbal interactions/one voice at a time ○ Verbal de-escalation techniques ○ Identifying team leader in crisis ○ Proximity Control • Trained response 	<ul style="list-style-type: none"> • District-wide training in: <ul style="list-style-type: none"> ○ CPI Training ○ Fail safe choice options ○ Evasion techniques ○ Staff rotation ○ If-then/when-then/first-then technique ○ Limit setting ○ Visual cues/prompts ○ Limit verbal interactions/one voice at a time ○ Verbal de-escalation techniques ○ Identifying team leader in crisis ○ Proximity Control • Schools having 	<ul style="list-style-type: none"> • Annual, ongoing De-escalation/CPI training • Building staff presentation of: <ul style="list-style-type: none"> ○ Assistance versus CPI document ○ De-escalation ○ Review of appropriate language and strategies • Conduct debriefing conversations for student crisis that does not result in an RTO • Monthly response team trainings 	<ul style="list-style-type: none"> • Student Services Department • Building administrators • Response Team

	<ul style="list-style-type: none"> teams • Zones of Regulation • Upstairs/Downstairs brain • Sensory locations • Sensory items • Access to related service providers • Identified crisis team responders • Create a visual defining a crisis that does not result in RTO so that debriefing can be implemented 	<p>trained response teams</p> <ul style="list-style-type: none"> • Schools creation of: <ul style="list-style-type: none"> ○ Response protocol ○ Response teams ○ Calming/sensory locations • Responses teams debriefing after a response to a student behavior 		
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>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>	<ul style="list-style-type: none"> • Within 24 hours of a RTO, there will be a debrief meeting. If a team member cannot attend, they are responsible to read the debriefing agenda and a follow up with an appointed person who attended the meeting • Follow formal debrief agenda • District representative will talk with administrators who 	<ul style="list-style-type: none"> • Share out/review debrief agenda • Share out completed debrief within 24 hours of event • Visual on crisis vs RTO 	<ul style="list-style-type: none"> • Share documents and expectations at first building staff meeting • Share out completed debrief within 24 hours of event 	<ul style="list-style-type: none"> • Student Services Department • Building administrators • All parties who were involved in the RTO

	<p>complete state RTO form</p> <ul style="list-style-type: none"> • Dedicate 30 minutes in planned CPI training to focus on importance of the debrief • If a parent meeting is held, review additional information and problem-solve • Defining levels of crisis paired with debriefing/process of debriefing at any level of crisis • Articulation between staff of students matriculating to new team 			
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	<ul style="list-style-type: none"> • Invite essential team members to participate in student planning and problem solving meetings (i.e., MTSS, 504, and IEP) • Appropriate staff will have access to: <ul style="list-style-type: none"> ○ IEP documents ○ 504 documents ○ MTSS Plans • Ensure sub plans 	<ul style="list-style-type: none"> • PowerSchool rosters updated • Ensure access of all team members to Embrace • Ensure sub plans include student information/plan • Training of individual teacher assistants • Building admin provides information/training to 	<ul style="list-style-type: none"> • At the start of each school year and on a monthly basis ensure that school systems (PowerSchool, Embrace, etc) are updated • Annual, ongoing training of school personnel 	<ul style="list-style-type: none"> • Student Services Department • Building administration

information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.	<ul style="list-style-type: none"> detail student information and plan Completed debrief form sent to student's school team by designated individual 	appropriate bus drivers and other school personnel regarding specific student responses		
Required Components	Action Item	Steps to Complete	Action Item Timeline	Responsible Party
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.	<ul style="list-style-type: none"> Behavior Intervention Plan Components to include: <ul style="list-style-type: none"> Summary of Previous Interventions Attempted Replacement Behaviors Environment Instruction and/or Curriculum Positive Supports Motivators and/or Rewards Restrictive Disciplinary Measures Crisis Plan Data Collection Procedures and Methods 	<ul style="list-style-type: none"> Training on plan development 	<ul style="list-style-type: none"> Annual and at least once a trimester 	<ul style="list-style-type: none"> Student Services Department Building Administration Parent/Guardian

	<ul style="list-style-type: none"> ○ Provisions For Coordination With Caregivers 			
Required Components	Action Item	Steps to Complete	Action Item Timeline	Responsible Party
G) Describe how the information will be made available to parents for review.	<ul style="list-style-type: none"> ● IEP: District policies and procedures received yearly ● IEP: goal updates, annual reviews, re-evaluations ● IEP: Behavior Intervention Policies ● All students: Student handbook sent with registration and posted online ● All student involved in RTO receive: <ul style="list-style-type: none"> ○ Phone call home within one business day ○ Copy of state form to parent within 48 hours ○ Offering of a parent meeting 	<ul style="list-style-type: none"> ● Handbook/policies updated and posted ● Updated IEPs 	<ul style="list-style-type: none"> ● Handbook/policies updated and posted yearly ● Yearly IEP meetings, tri-annual evaluations, progress monitoring dates 	<ul style="list-style-type: none"> ● Student Services Department ● District-wide staff ● Parent/Guardian
Required Components	Action Item	Steps to Complete	Action Item Timeline	Responsible Party
H) Describe a modification process (as necessary) to satisfy aforementioned goals.	<ul style="list-style-type: none"> ● The RTO team that wrote this plan will meet once a year to specifically address: <ul style="list-style-type: none"> ○ Progress made 	<ul style="list-style-type: none"> ● Identify CPI team meetings ● Identify RTO team meetings and members to: 	<ul style="list-style-type: none"> ● Dates/times to be scheduled at the start of each year ● Complete trainings for building 	<ul style="list-style-type: none"> ● Student Services Department ● CPI Trainer

	<p>toward these goals</p> <ul style="list-style-type: none"> ○ Collect, disaggregate and analyze data ○ Determine if there is a need to offer professional learning opportunities to staff surrounding proactive strategies to decrease restraint measures. ○ Creation of materials and visuals related to the goal ○ If needed, create a modification process to reduce overall RTO 	<ul style="list-style-type: none"> ○ Review and analyze data ○ Modify procedures as necessary ○ Creation of visuals ● Update annual training provided to staff to include aforementioned bullets 	<p>administration at the start of each year</p> <ul style="list-style-type: none"> ● Complete yearly trainings for staff 	
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