

# 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 plan shall be submitted to [rtoreductionplan@isbe.net](mailto:rtoreductionplan@isbe.net) by July 1, 2023.

## Progress Report:

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2022-23:

How has your district's school year 2022-23 RTO Reduction Plan supported improvements?

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.

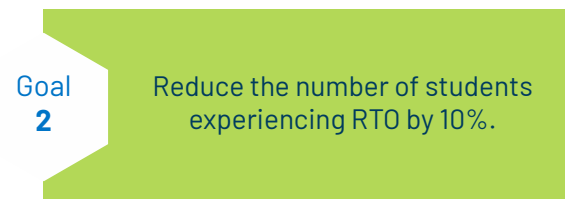


# Reduction Plan Template

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

List dates of oversight team meetings:

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



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><b>Provide details of a plan to support a vision for cultural change that reinforces the following:</b></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>Implementation of positive behavior supports and MTSS, SEL Curriculum, anti-bullying and harassment policies, and restorative justice frameworks in all facilities.</p> <p>Trauma-informed social-emotional curriculum incorporated into District grade levels.</p>	<p>Regular PD Opportunities, Reinforcement of Benefits Regarding New Approaches</p> <p>Ensure school wellness through advisory support in education, health and social emotional well-being in order to provide the opportunity to become whole, healthy, and educated adults.</p>	<p>Ongoing Annually, Annual Schedule of Professional Development, and CPI Training.</p>	<p>School district and special education cooperative personnel.</p>
<p><b>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</b></p>	<p>Continued participation and certification in Nonviolent Crisis Intervention Training (CPI) on at least a bi-annual basis. Additional staff training in PBIS and MTSS Supports and Interventions for all students.</p>	<p>Through Social Emotional Curriculum and Training, children will acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions, and demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. District staff will participate in Nonviolent Crisis Intervention Training (CPI). Verbal Intervention (VI) Training is used to respond to crisis situations with a focus on de-escalation techniques and safe, non-restrictive interventions. Staff will learn to recognize the stages of an escalating crisis and evidence-based techniques to appropriately de-escalate.</p>	<p>Ongoing Annually</p>	<p>CPI Certified Training Facilitators through Special Education Cooperative provide multiple opportunities throughout the summer and school year for initial foundation training, as well as refresher courses.</p>
<p><b>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and</b></p>	<p>Continued focus in the following areas of training:</p> <p>Crisis De-escalation Restorative Practice Trauma Informed Behavior Management</p>	<p>Through proper training and certification in CPI; staff learn decision-making skills to match the level of the response to the risk of the crisis, focusing on the least restrictive response to ensure the Care, Welfare, Safety and Security of those in our district's care. This includes recognizing the stages of an escalating crisis and learning evidence-based techniques to de-escalate appropriately.</p>	<p>Ongoing Annually</p>	<p>CPI Certified Trainers and Special Education Cooperative Supervisors</p>
<p><b>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.</b></p>	<p>Staff will be informed of procedures of debriefing meetings. District forms and agenda will be created and used in a consistent manner across facilities.</p>	<p>Team members involved in the restrictive intervention will utilize debriefing meetings to review the effectiveness of the procedures used and prepare or modify an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions.</p>	<p>Ongoing Annually</p>	<p>District Personnel and Special Education Cooperative Personnel</p>

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p><b>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.</b></p>	<p>Certified Personnel will create student assistance teams for individual students as deemed necessary.</p>	<p>Detailed procedures to address a student's behaviors, specific to that location and scenario, should be developed and agreed upon by the IEP or Section 504 team in advance if it is determined that the student can participate safely with appropriate support. Procedures might include who will be informed of the student's needs and associated procedures (with assurance of FERPA and other applicable confidentiality protections), what alternative strategies will be attempted before or in lieu of time out or physical restraint, and who among those present in various settings will be trained to implement alternate strategies or time out or physical restraint, if required under the circumstances.</p>	<p>Ongoing Annually</p>	<p>District Personnel and Special Education Cooperative Personnel, including School Supports from outside agencies such as CenterStone.</p>
<p><b>F) Identify steps to develop individualized student plans as required by <a href="#">PA 102-0339</a>. Plans should be separate and apart from a student IEP or 504 Plan.</b></p>	<p>Certified Personnel will create student assistance teams for individual students as deemed necessary.</p>	<p>Continued development of student assistance teams and expansion to include mental health and social emotional well-being of students. Individual student plans will be kept with student records in order to create plans that will follow students from one grade level to the next, and in between facilities within the District.</p>	<p>Ongoing Annually</p>	<p>District Personnel and Special Education Cooperative Personnel, including School Supports from outside agencies such as CenterStone.</p>
<p><b>G) Describe how the information will be made available to parents for review.</b></p>	<p>Reduction Plan Document will be on display on the school district's website.</p>	<p>Reduction Plan Document will be on display on the school district's website.</p>	<p>Annually</p>	<p>District Website Developer</p>
<p><b>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</b></p>	<p>Oversight Team continuous quality review</p>	<p>The Oversight Team will meet bi-annually to review and modify processes, or as necessary.</p>	<p>Annually By July 1</p>	<p>District Oversight Team</p>