

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

Kelly Crawford (Assistant Director of Special Education), Cassie McConkey (BCBA), Deb Stevens (Assistant Principal), DeAndre Henderson (Director of Alternative Programs), Emily Knutson (Special Educator), Jayme Bajer (Principal), Kristin Bertram (Special Educator), Laura Fondia (General Educator), Lester Washington (Paraprofessional), Mallory Anning (Speech-Language Pathologist), Meredith McKenzie (Social Worker), Miranda Terhune (Paraprofessional & RBT), NaTonja Wells (Social Worker)

List dates of oversight team meetings:

June 1, 2022 - Oversight Team Meeting
May 25, 2023 - Oversight Team Meeting

0 students experienced five-plus incidents of RTOs.

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>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>	<p>Positive behavioral interventions that have been adopted include, but are not limited to, implementing trauma-informed, evidence-based social emotional lessons for all levels preK through 8th grade (Conscious Discipline), evidence-based social emotional lessons K through 8th grade (Fly Five), implement Responsive Classroom K through 8th grade.</p> <p>Tier I, Tier II, Tier III will be utilized and adjusted through MTSS for behavioral needs. MTSS interventions include, but are not limited to, mindfulness, anger management, bully prevention, small group counseling, lunch groups, restorative practices, classroom morning meetings, circles, zones of regulations, social narratives, thinks plans, behavior contracts, mediation, and check-in check-out. Problem-solving and data-based decision making will be used to adjust the intensity and frequency of interventions.</p>	<p>District administrations, building administration, specialists, support staff, and educators will collaborate for ongoing support in utilizing positive behavioral interventions. RCS 137 will provide professional development and utilize the free online training from the Center for Intensive Behavioral Supports to reduce restraint and time out:</p> <ol style="list-style-type: none"> 1. CPI Nonviolent Crisis Intervention 2. Restorative Practices 3. Trauma-informed Care 4. Behavior Management Practices 5. Conscious Discipline 6. Responsive Classroom 7. FBA/BIP Procedures, Methods, and Data Collection 	<p>Professional development to reduce/eliminate restraint and time-out will occur August 2023 through October 2023.</p> <p>MTSS supports will follow the RCS 137 Tier II and Tier III guidelines.</p>	<p>Assistant Director of Special Education / CPI Instructor</p> <p>Building Administrators</p> <p>Support Staff</p> <p>BCBA</p>

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<p>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>RCS 137 will implement de-escalation techniques that include, but are not limited to, providing time and space, emotional first-aid, crisis co-regulation, avoiding conflict cycles, limit setting, disengagement skills, proximity, nonrestrictive interventions such as removing the audience and potential weapons, communication skills that include active listening and other forms of communication, and behavior management techniques which include allowing a student to vent, downplaying a challenge, taking threats seriously, and establish therapeutic rapport.</p>	<p>RCS 137 will host the listed professional development from August 2023 through October 2023. The additional de-escalation techniques listed will be embedded in the crisis de-escalation portion of the training.</p> <p>For the duration of the 2023-24 school year, the CPI instructor will provide refreshers and reviews to all teams as requested and after a student experiences multiple instances of restraints and time outs.</p>	<p>Professional development to reduce/eliminate restraint and time-out will occur August 2023 through October 2023.</p>	<p>Assistant Director of Special Education / CPI Instructor</p>
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<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>	<p>RCS 137 will provide professional development and training on crisis techniques and utilize a crisis intervention protocol that includes using all nonrestrictive interventions first. Each school will have a crisis response team.</p>	<p>The CPI instructor will host consistent training sessions from August 2023 through October 2023. There will be ongoing professional development that includes how staff approaches students' various behavior levels for anxious, defensive, risky, and tense behaviors,</p>	<p>Professional development to reduce/eliminate restraint and time-out will occur August 2023 through October 2023.</p>	<p>Assistant Director of Special Education / CPI Instructor</p>

		response methods for defensive behavior, and how to manage risky behavior.		
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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>RCS 137 will conduct debriefing meetings to assess what occurred, why it occurred, and to think through ways to prevent the use of the restrictive intervention the next time.</p> <p>RCS 137 will use an internal document to track debriefing meetings for each instance of restraint and time-out and to track the use of the post-crisis intervention such as the COPING Model from CPI.</p> <p>The RCS RTO Oversight Team will meet quarterly to review data and debrief whether or not additional training is needed to meet the RTO goals.</p>	<p>Team debrief meetings after each instance of restraint and time out (see Appendix B).</p> <p>Implement a post-crisis intervention with the student after each instance of restraint and time out.</p> <p>Schedule quarterly meetings with the RTO Oversight Team.</p>	<p>Each instance of restraint and time out will be reviewed by the Assistant Director of Special Education within 24 hours of the event.</p> <p>RTO Oversight Team meetings will occur in October, December, February, and April.</p>	<p>Assistant Director of Special Education / CPI Instructor</p> <p>RTO Oversight Team</p>
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E) Include action step(s) that describe procedures to ensure that appropriate school personnel are fully informed of the student's	Administrators, IEP teams, and specialists will fully inform teams of student's history.	Notify teams at the beginning of the school year, when the student enrolls in the district, or when the information becomes available.	Beginning of the year, middle of the year, and as needed.	<p>Building administrators</p> <p>Specialists</p> <p>IEP Teams</p>

<p>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.</p>		<p>When an individual student plan is created, teams will fully inform appropriate school personnel of the student's history.</p> <p>During team meetings (problem-solving, special education meetings or other meetings) to plan for students, the team will share relevant information about the student's history in regards to restraint and time out.</p> <p>During a debriefing meeting after an instance of restraint or time out, the team will share relevant information about the student's history.</p>		
<p>Required Components</p>	<p>Action Item</p>	<p>Steps to Complete Action Item</p>	<p>Timeline</p>	<p>Responsible Party</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>RCS 137 will create and implement individual student plans (see Appendix A) for students that have experienced 5 or more instances of restraint and time out in a 30-day period.</p>	<p>Individualized plans will be created for students that have experienced 5 or more instances of restraint and time out in a 30-day period.</p> <p>The plans will be created with input from an administrator, special education teacher, general education teacher, behavioralist, social worker, psychologist, and parents.</p> <p>The plan will be reviewed</p>	<p>The plan will be written at a team meeting held within 5 school days after the 5th incident in a 30-day period.</p>	<p>Assistant Director of Special Education</p> <p>Building Administrators</p> <p>Specialists and other educators</p>

		every week to determine its effectiveness.		
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G) Describe how the information will be made available to parents for review.	RCS 137 will notify parents and guardians via the Student Handbook that the plan is available for review on the District's webpage.	<p>The RCS 137 RTO reduction plan will be available to review on the District webpage.</p> <p>The RCS 137 Board of Education will review the RTO reduction plan in June 2023.</p>	The RCS 137 RTO reduction plan will be posted on the District's webpage in August 2023.	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Director of Special Education</p>
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H) Describe a modification process (as necessary) to satisfy aforementioned goals.	RTO data will be reviewed quarterly by district administration, building administration, certified staff, and support staff to determine if progress is being made and procedures are being followed according to the law.	The RCS 137 RTO Oversight Team will meet at least one time per quarter. During the meeting, the team will discuss RTO data, identify trends, discuss interventions, and determine staff development and training needs per building.	<p>The modification process will occur as necessary throughout the duration of the school year.</p> <p>RTO Oversight Team meetings will occur in October, December, February, and April.</p>	RTO Oversight Team