

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>Adopted positive behavioral interventions encompass a range of strategies including trauma-informed, evidence-based social-emotional lessons across all levels from preK through 8th grade, as well as evidence-based social-emotional lessons for K through 8th grade and the implementation of Responsive Classroom practices from K through 8th grade.</p> <p>Behavioral needs will be addressed and adjusted through the Multi-Tiered System of Supports (MTSS) framework, utilizing Tier I, Tier II, and Tier III interventions. These interventions include mindfulness, anger management, bully prevention, small group counseling, lunch groups, restorative practices, classroom morning meetings, circles, zones of regulation, social narratives, think plans, behavior contracts, mediation, and check-in/check-out systems.</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 July 2024 through February 2025. 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>

	Problem-solving and data-based decision-making will be employed to adjust the intensity and frequency of these interventions as needed.			
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B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;	RCS 137 will implement preventative strategies that include, but are not limited to, proactive classroom management, positive relationships, and social-emotional learning (SEL). RCS will implement deescalation techniques that include, but are not limited to, remain calm and composed, use active listening, use non-threatening language, offer choices, and redirect attention. All non-restrictive interventions will be implemented to avoid restrictive interventions. Non-restrictive interventions include redirecting the person from the area, redirecting others from the area, removing items from the environment that could present harm if used, allowing the student to vent, providing time and space, and calling for help.	RCS 137 will host the listed professional development from July 2025 through February 2025. The additional de-escalation techniques listed will be embedded in the crisis de-escalation portion of the training. For the duration of the 2024-25 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.	Professional development to reduce/eliminate restraint and time-out will occur July 2024 through February 2025.	Assistant Director of Special Education / CPI Instructor

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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 will effectively manage and deescalate situations without resorting to physical restraint or time-out, ensuring a safer and more supportive environment for all students before all non-restrictive interventions have been implemented. RCS will utilize crisis intervention techniques as alternatives to physical restraint and time-out by implementing crisis prevention and early intervention. RCS will train staff to recognize early warning signs of escalating behavior and intervene promptly to prevent crises. RCS will ensure staff remain calm and composed, using a soft tone and non-threatening body language to help the student feel safe. RCS staff will implement active listening to understand the student's perspective and demonstrate empathy to help the student feel heard and understood. RCS staff will offer the student choices to give them a sense of control and help defuse the situation. RCS staff will redirect the student's focus to a different,</p>	<p>The CPI instructor will host consistent training sessions from July 2024 through February 2025. There will be ongoing professional development that includes how staff approaches students' various behavior levels for anxious, defensive, risky, and tense behaviors, response methods for defensive behavior, and how to manage risky behavior.</p>	<p>Professional development to reduce/eliminate restraint and time-out will occur July 2024 through February 2025.</p>	<p>Assistant Director of Special Education / CPI Instructor</p>

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<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>	<p>RCS will implement Immediate post-incident review that includes timely debriefing meetings as soon as possible after an incident to ensure accurate recollection of events. RCS will create a supportive and non-judgmental environment where staff and students feel comfortable sharing their perspectives. The debriefing will include detailed accounts of the incident from all involved parties, including what led up to the event, what occurred during the incident, and how it was resolved. The team will identify and discuss specific triggers or antecedents that may have contributed to the incident. The team will address underlying factors such as unmet needs, environmental influences, or</p>	<p>Team debrief meetings after each instance of restraint and time out (see Appendix B). Implement a post-crisis intervention with the student after each instance of restraint and time out. 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. RTO Oversight Team meetings will occur in October, December, February, and April.</p>	<p>Assistant Director of Special Education / CPI Instructor RTO Oversight Team</p>
<p>positive activity or topic to shift their attention away from the trigger. RCS staff will allow the student time and space to calm down without isolating them, providing a quiet area where they can regroup under supervision.</p>				

	<p>emotional stressors that may have contributed to the behavior. The team will include the student's perspective to understand their feelings and motivations during the incident. The team will assess the effectiveness of the deescalation techniques and crisis intervention strategies used during the incident. The team will discuss whether the responses were appropriate and align with best practices.</p>			
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<p>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.</p>	<p>RCS will ensure that appropriate school personnel are fully informed of each student's relevant history while maintaining strict adherence to confidentiality and privacy laws, thereby providing a safe and supportive environment for all students. RCS will share student information on a need-to-know basis, ensuring that only pertinent details are communicated to staff directly involved with the student. RCS will develop individualized crisis plans that include relevant student history and triggers, ensuring that all personnel involved in</p>	<p>Notify teams at the beginning of the school year, when the student enrolls in the district, or when the information becomes available. When an individual student plan is created, teams will fully inform appropriate school personnel of the student's history. 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>Beginning of the year, middle of the year, and as needed.</p>	<p>Building administrators Specialists IEP Teams</p>

	crisis response are aware of these plans.	During a debriefing meeting after an instance of restraint or time out, the team will share relevant information about the student's history.		
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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.	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.	Individualized plans will be created for students that have experienced 5 or more instances of restraint and time out in a 30-day period. The plans will be created with input from an administrator, special education teacher, general education teacher, behaviorist, social worker, psychologist, and parents. The plan will be reviewed every week to determine its effectiveness.	The plan will be written at a team meeting held within 5 school days after the 5th incident in a 30-day period.	Assistant Director of Special Education Building Administrators Specialists and other educators
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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.	The RCS 137 RTO reduction plan will be available to review on the District webpage. The RCS 137 Board of Education will review the RTO reduction plan in June 2024.	The RCS 137 RTO reduction plan will be posted on the District's webpage in August 2024.	Superintendent Assistant Superintendent Assistant Director of Special Education
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