

Mt. Vernon Township High School

Physical Restraint, Time Out, Isolated Time Out Reduction Plan

RTO Reduction Goal: The plan's objective shall be a **25 percent reduction** in the use of physical restraint, time out, and isolated time out over a 12-month period for students experiencing five-plus instances in a 30-day period.

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>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) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out.</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. Utilizing</p>	<p>Through Social-Emotional Curriculum and Training, (Character Strong and Overcoming Obstacles) children will acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions, demonstrate caring and concern for others, establish</p>	<p>Ongoing Annually</p>	<p>CPI Certified Training Facilitators through Special Education Cooperative provide multiple opportunities</p>

	<p>Behavior Analysis approaches to reduce problem behavior effectively utilizing strategies that include the function of the behavior and appropriate interventions to improve appropriate behavior.</p>	<p>positive relationships, make responsible decisions, and handle challenging situations constructively. District staff will participate in Nonviolent Crisis Intervention Training (CPI) on a rotating basis. 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 de-escalate appropriately.</p>		<p>throughout the summer and school year for initial foundation training, as well as refresher courses.</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>	<p>Continued focus in the following areas of training:</p> <ul style="list-style-type: none"> • Crisis De-escalation • Restorative Practice • Trauma-Informed • Behavior Management 	<p>Through proper training and certification in CPI; staff learns 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>School district and special education cooperative personnel</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>	<p>Staff will be informed about 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 interventions.</p>	<p>Ongoing Annually</p>	<p>District Personnel and Special Education Cooperative Personnel.</p>
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<p>E) Include action step(s) that describe procedures to ensure that appropriate school personnel is 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>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),</p>	<p>Ongoing Annually</p>	<p>District Personnel and Special Education Cooperative Personnel.</p>
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		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 alternative strategies or time out or physical restraint, if required under the circumstances.		
F) Identify steps to develop individualized student plans as required by <u>PA 102-0339</u> . Plans should be separate and apart from a student IEP or 504 Plan.	Certified Personnel will create student assistance teams for individual students as deemed necessary.	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.	Ongoing Annually	District Personnel and Special Education Cooperative Personnel.
G) Describe how the information will be made available to parents for review.	Reduction Plan Document will be on display on the school district's website. Appropriate and required documents will be shared with parents after each instance of RTO, and meeting requirements will	Reduction Plan Document will be on display on the school district's website, and the plan will be followed regarding notification and available information.	Annually, and as needed	District Website Developer

	be met.			
H) Describe a modification process (as necessary) to satisfy the aforementioned goals.	Oversight Team continuous quality review	The Oversight Team will meet annually to review and modify processes, or as necessary.	Annually By July 1	District Oversight Team

2021-2022 District RTO Data to Consider:

- MVTHS has had five IEP students restrained six times in a 176-day period for a total of four occurrences.
- MVTHS has had two non-IEP students restrained two times in a 176-day period for a total of two occurrences.
- MVTHS has had zero instances of time out or isolated time out in a 176-day period.
- MVTHS has had zero students experiencing five-plus instances of restraint, time out, or isolated time out in a 30-day period.