

# Prairieview-Ogden Community Consolidated School District #197

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## Prairieview-Ogden CCSD #197 Physical Restraint, Time Out and Isolate Time Out Reduction Plan

- 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.*

The PVO district implemented our PIP (Positive Intervention Program) for all 5-8 students at a district level and at the classroom level for all K-4 classrooms. Students displaying good behavior throughout the week, month, or quarter are rewarded for their good behaviors.

Steps to Complete: Already in place  
Timeline: Already in place  
Responsible Party: All staff

- B. *Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out and isolated time out.*

The PVO district faculty and support staff has been CPI trained in de-escalation and are annually refreshed. Faculty and staff are trained to remain calm, provide clear directions, and to give students a “break” when they sense heightened tensions within a student.

Steps to complete: Annual CPI de-escalation training already scheduled.  
Timeline: 8/15/22  
Responsible Party: All faculty and support staff.

- C. *Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out and isolated time out.*

De-escalation is always preferred over restraint. If the student in distress is able to remove them self from the classroom or situation, then the teacher contacts the office and assistance will come to join the student in distress. If the student in distress is unable to remove them self from the classroom or situation, then the rest of the students are removed. The teacher again contacts the office for assistance.

Steps to complete: Already in place  
Timeline: Already in place  
Responsible Party: All staff

- D. *Describe the entity’s plan to utilize debriefing meetings to reassess what occurred and why it occurred, to think through ways to prevent use of intervention the next time.*

HOME OF THE MUSTANGS!

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Students placed in time out or restrained must go through a debriefing. Students will either write down or verbalize what caused their distress and help come up with a plan for the next time the same issue arises. Parents are always notified of the incidents and staff always reviews what happened.

Steps to complete: Document all debriefings with all stakeholders and review plans to help all stakeholders in the case of the next event.

Timeline: Ongoing

Responsible Party: Administration

- 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.

Administration will meet with appropriate staff and the parents to discuss a student's history of physical or sexual abuse and any other relevant information during the first week of school for the student when it is known or disclosed at any time during the school year.

Steps to complete: Review student files

Timeline: 2022-2023 school year

Responsible Party: Administration, teachers, parents

- 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.

Individualized plans will be developed with the student, parents, and the teacher when a time-out or restraint occurs at school. Plans will be separate from the student's IEP or 504 plan if they have one. However, if a student warrants special education testing, then the district will move forward with a domain meeting to determine if assessing a student is warranted and if special education services and a behavior intervention plan should be in place for a student.

Steps to complete: See Individualized Plan

Timeline: 2022-2023

Responsible Party: Administration, Special Education Teacher, Student, Parent, Social Worker

- G. Describe how the information will be made available to parents for review.

The Physical Restraint, Time-Out and Isolated Time Out Reduction Plan will be posted on the district's website. Any occurrences will require a parent meeting to discuss what occurred and what interventions were utilized.

Steps to complete: Post on the school website

Timeline: 2022-2023

Responsible Party: Administration

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H. Describe a modification process (as necessary) to satisfy the aforementioned goals.

At the end of each school year, the team will review the current plan and make modifications as deemed necessary for improvement.

Steps to complete: Meet at the conclusion of each school year

Timeline: Annually in May

Responsible Party: The team

**One student was restrained had one incident of restraint in the Prairieview-Ogden School District in the past three school years (fall 2019). Parents were involved with the student restraint and it has not needed to be repeated.**

**The Restraint-Time Out team consists of the Superintendent, Principal, Assistant Principal, Special Education Teacher (CPI trainer).**