

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 by July 1, 2024.

Progress Report:

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

2023-24: How has your district's school year 2023-24 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.

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

Mark McCusker (Director of Education)

Emily Franklin (Behavior Intervention Specialist)

Christina Stanley (Lead Para Refocus)

Ingrid Kalter (Lead Para Refocus)

Sydney Cacioppo (Para Case Manager)

Braden Whitney (Teacher)

Sade Dozier (Para-Educator)

Joyce Williams (Teacher Assistant)

Deysha Barber (Para Case Manager)

Kyle Pratt (Teacher)

Nicole Barnes (Para-Educator)

List dates of oversight team meetings:

January 24th, 2024

February 7th, 2024

March 6th, 2024

April 17th, 2024

May 15th, 2024

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

Goal 1: Reduce the number of RTO incidents by 10%.

Goal 2: Reduce the number of students experiencing RTO by 10%.

The plan shall include at least one goal selected by 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%.

3) 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 pre-K through 12th grade (Conscious Discipline), evidence-based social-emotional lessons K through 12th grade, implement Responsive Classroom K through 12th grade. Tier I, Tier II, and Tier III will be utilized and adjusted through MTSS for behavioral needs. MTSS interventions include, but are not limited to,</p>	<p>Leadership team, Behavior Intervention specialists, support staff, and educators will collaborate and schedule the following professional development:</p> <ol style="list-style-type: none"> 1. TCI 2. Restorative Practices 3. Trauma-informed Care 4. Behavior Support Practices 5. CHAMPS 6. Zones of Regulation 7. FBA/BIP Procedures, Methods, and Data Collection <p>**We will also use the free online training from the Center for Intensive</p>	<p>Professional development to reduce/eliminate restraint and time-out will occur from August 2024 through October 2024. We will have quarterly MTSS support meetings and Special CA-ST meetings as needed.</p>	<p>Leadership team</p> <p>Behavior Intervention Specialist</p> <p>Support Staff</p>

	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.	Behavioral Supports to reduce restraints and timeouts.		
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out.	CIRCLE Academy Schools will implement de-escalation techniques that include providing time and space, emotional first-aid, crisis co-regulation, avoiding conflict cycles, limit setting (expectations), disengagement skills (STOIC), proximity, nonrestrictive interventions such as removing the audience and potential weapons, communication skills that include active listening and reflective practice, and behavior management techniques	CIRCLE Academy Schools will hold at least one professional development from August 2024 through May 2024. Additional training will be held at our staff institute days in August 2024. After a student experiences multiple instances of restraints and time-outs we will review the student's behavior programs/contracts and refresh on any training needed.	Professional development to reduce/eliminate restraint and time-out will occur August 2024 through October 2024. We will continue professional development throughout the duration of the school year.	Leadership Team Behavior Intervention Specialist TCI Instructor

	<p>which include allowing a student to vent on chills or required chills, talking about the size of your problem, taking threats seriously (verbal aggression protocol), and establish therapeutic rapport.</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>CIRCLE will provide training on crisis management techniques learned through TCI. We will also teach the steps of using non-restrictive interventions first and practice through role-playing situations. Circle also has a Refocus team that intervenes when a crisis arises.</p>	<p>The TCI instructor will hold consistent training sessions from August 2024 through November 2024. There will be ongoing professional development that includes how staff approaches students' various behavior levels for defensive, anxious, and tense behaviors. How to respond to non-baseline behavior.</p>	<p>Professional development to reduce/eliminate restraint and time-out will occur from August 2024 through November 2024.</p>	<p>Leadership Team TCI Instructor</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 the use of intervention the next time.</p>	<p>CIRCLE will hold debriefing meetings to assess what happened, why it happened, and to discuss ways to prevent the use of the restrictive intervention the next time. Circle will hold debriefing meetings for each instance of restraint and time-out. The CIRCLE RTO Oversight Team will meet quarterly to review</p>	<p>Debrief meetings after each instance of restraint and time out. Implement a post-crisis intervention with the student after each instance of restraint and time out. Schedule quarterly meetings with the Circle RTO Oversight Team.</p>	<p>Each instance of restraint and time out will be reviewed by a member of the Administration team/Leadership team within 24 hours of the event. RTO Oversight Team meetings will occur once per quarter.</p>	<p>CIRCLE RTO Oversight Team Administration team TCI instructor</p>

	data and debrief whether or not additional training is needed to meet the RTO goals.			
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Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<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>Administrators, IEP teams, and specialists will fully inform teams of students' history.</p> <p>CIRCLE uses MTSS meetings every seven weeks to review each student in the classroom and give updates in all areas of the students' lives.</p>	<p>The CIRCLEAcademy Leadership team will notify student teams of a specific profile sheet that includes history, medical and mental history, and behavioral program. Leadership will follow the same routine if students come in during the school year.</p> <p>Individual student plans will be made for certain students. Those plans will be made and updated as often as possible and kept in a classroom folder for team meetings to review daily.</p> <p>MTSS meeting notes will be emailed to all the staff</p>	<p>Beginning of the year, Beginning of 2nd semester, end of the school year, and as needed.</p>	<p>Leadership Team</p> <p>Social Worker</p> <p>Nurse</p> <p>Para-Case Manager</p>

		<p>involved with that student afterward, and a printed copy will be placed in the mailbox.</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>The Oversight Team will make individual student plans for each student with five or more RTO instances in a 30-day period.</p>	<p>Individualized plans will be created for students who have experienced five or more instances of restraint and timeout 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, para-case managers, and parents.</p>	<p>The plan will be written at a team meeting, Debriefings, CA-ST, and MTSS meetings held within five school days after the 5th incident in a 30-day period.</p>	<p>Principal Lead Para Refocus Behavior Intervention Specialist</p>

<p>G) Describe how the information will be made available to parents for review.</p>	<p>CIRCLE Academy will notify parents and guardians through our Parent-Teacher conferences and mail home copies as well. Ensure that the plan is available for review on the school's webpage.</p>	<p>The Leadership team will give parents copies of the RTO plan at Parent-Teacher Conferences in October 2024 and mail copies home.</p> <p>The RTO Oversight Team will meet in August to review the plan for the upcoming year.</p>	<p>The RTO reduction plan will be included in the Parent-Teacher conference meetings, and additional copies will be mailed home by the end of October for parents who did not attend Parent Conferences.</p> <p>The team will put together a handout to mail out to all the students registered for the upcoming year before the start of the next school year.</p>	<p>Principal</p> <p>Lead Para Refocus</p> <p>Para Case Manager</p> <p>Secretary</p>
<p>H) Describe a modification process (as necessary) to satisfy the aforementioned goals.</p>	<p>The RTO Oversight Team will review quarterly the dashboard where RTO data is kept. They will check the plan's progress and ensure that all steps and procedures are being rolled out.</p>	<p>The RTO Oversight Team will meet at least once per quarter. The team will review the data, identify recurring incidents, develop new strategies, and implement staff development and training needed for improvement.</p>	<p>The team will make changes throughout the school year during each meeting as needed. The RTO Oversight Team will meet sometime in the second month of each quarter.</p>	<p>RTO Oversight Team</p>