

## Raccoon Consolidated School District #1 - Physical Restraint, Time Out and Isolated Time Out Reduction Plan 2022-2025

Required Components	Action Item	Steps to Complete the Action	Timeline	Responsible Party
<p><b>Provide details of a plan to support a vision for cultural change that reinforces the following:</b></p> <p><b>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;</b></p> <p><b>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraints, time out and isolated time out;</b></p> <p><b>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out and</b></p>	<p><b>A)</b> Purposefully designing the school and classroom environment; developing and teaching school and classroom routines; posting of and defining classroom and school expectations; using effective praise, supervision and proximity; and implementing other individual strategies to promote positive behavior;</p> <p><b>B)</b> Raccoon Grade School utilizes CPI, Nonviolent Crisis Interventions provide stakeholders with a safe, non harmful behavior management system designed to help school staff provide the best possible Care, Welfare, Safety, and Security for individuals who are experiencing a crisis event, focusing on nonverbal interventions, verbal interventions, and re-establishment of a therapeutic relationship using closure and debriefing practices;</p> <p><b>C)</b> Stakeholders will utilize the professional development provided to them to identify and recognize</p>	<p>Develop a series of trainings that meets the needs of our staff and students, including the following:</p> <p><b>A)</b> In-Services will be provided to help train staff to encourage students and staff to respond to situations in a helpful and deescalating manner instead of isolation and timeout. There will be ideas for positive reinforcement, conveying school expectations, and implementing strategies to promote positive behavior.</p> <p><b>B)</b> Members of our special ed and paraprofessional team has been trained in CPI annually in order to deescalate situations that could have led to isolation or time out events.</p> <p><b>C)</b> Staff has also participated in annual mandated trainings through KSED where deescalation techniques are offered with a variety of tactics</p>	<p>School Years 2022-2023 2023-2024 2024-2025</p>	<p>Administrators, RTO Oversight Team, Special Ed Coordinators</p>

<p>isolated time out;  <b>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</b></p>	<p>levels of crisis behaviors and how to respond, learn to manage their own behaviors in crisis situations, learn nonverbal communication skills, develop limit-setting strategies and other verbal interventions and de-escalation skills, learn safe intervention skills to prioritize safety and minimize traumatic events, understand the professional and legal considerations of interventions, learn how to assess risk behaviors, practice and implement non-restrictive and restrictive interventions, and implement the process of re-establishing relationships following a crisis situation;  <b>D)</b> After each incident of restraint, time out, or isolated time out, a parent will be offered the opportunity for a meeting to discuss the incident and review how to handle events in the future.</p>	<p>to avoid isolation.</p>		
<p><b>Include action steps that describe procedures to ensure that appropriate school personnel are fully informed of the student's history, including any history of physical or sexual</b></p>	<p><b>Raccoon CSD #1</b>, as part of the evaluation, implementation, problem-solving, and debriefing processes, data will be collected and include relevant information relating to the students' individual situation, history, background, experiences, and other relevant events and factors to the team of professionals within</p>		<p>School Years  2022-2023  2023-2024  2024-2025  Annually and/or at each student's</p>	<p>RTO Oversight Team,  Individuals that work with the specific student</p>

<b>abuse, and other relevant medical mental health information. Such disclosures of student information must be consistent with federal and state confidentiality and privacy rights.</b>	the guidelines and limitations of state and federal confidentiality and privacy laws. Raccoon Grade School uses TeacherEase to log incidents in conjunction with existing data infrastructure in place. Only information pertinent to the students' immediate and long term safety is available to those who need to know.		team meeting	
<b>Identify steps to develop individualized plans as required by PA102-0339. Plans should be separate and apart from a student IEP or 504 Plan.</b>	For general education students, we will utilize the same techniques we utilize when we develop a child's functional behavioral assessment and intervention plan. We will evaluate to see what function the behavior serves for the individual student and then develop some interventions to use with the child to help them learn an alternate, more appropriate behavior. For IEP and 504 students, to the extent permitted by the IDEA or Section 504, we will use the same process, however that process may involve the IEP or 504 team to remain compliant with federal law.	A plan will be developed on an individual basis for each student in need	School Years 2022-2023 2023-2024 2024-2025	Oversight team for each individual student
<b>Describe how the information will be made available to parents for review</b>	Our plan will be posted on our district's website as well as information regarding the use of physical restraint, time out and isolated time out.	Post plan on website.	School Years 2022-2023 2023-2024 2024-2025	Administrators, Technology Coordinator

<b>Describe a modification process (as necessary) to satisfy aforementioned goals</b>	Training/professional development will be delivered to stakeholders as the needs arise. The oversight team will review the plan on an annual basis and determine any changes needed.	Professional Development Needs Determined and annual review of plan	School Years 2022-2023 2023-2024 2024-2025	The oversight team will determine what professional development is needed to ensure staff have the necessary tools to reach the district's goal.
---	--	---	---	--