

May, 2024 Progress Report: JPSD86: District Physical Restraint, Time Out, Isolated Time Out Reduction Plan

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

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

Goal 3: Reduce the number of male students experiencing RTO by 25%.

Original Oversight Team Members: Dr. Sunni McNeal-Assistant Supt. of Equity and Student Services; Dwayne Williams-Director of Equity and Student Services; Dr. Jennifer Smith-Director of Special Education; Andrea Gandy- Psychologist; Carrie Busse, Principal; Joellen Augustine-Mau, Teacher; Joseph Davies- Teacher; Jamie Elkhoury- Psychologist; Kristen Cooke, Social Worker; Laticha Henry, Principal; Melissa Crosby, Principal; Melissa Rainford, Paraprofessional

Plan Review Team Members: Dr. Sunni McNeal-Assistant Supt. of Equity and Student Services; Dwayne Williams-Director of Equity and Student Services; Dr. Jennifer Smith-Director of Special Education; Antoine Edwards-Director of Safety and Security; Jennifer Braun, Principal; Jennifer Cichon, Social Worker; Michelle Lynn, Special Education Teacher; Mia Suarez, Assistant Principal; Joelle Augustine- Mau, Parent; Tanisha Cannon, Deputy Superintendent

List dates of oversight team meetings: 5/14/2024

Goal Development:

The plan shall include at least one goal selected by the district from 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%.
- Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%.

Progress Report:

Please review and report your district's physical restraint, time out, and isolated time out (RTO) date related to the 2023-2024 school year.

The RTO data for the 2023-2024 is as follows:

There were four schools that experienced RTO; Thompson, Keith, Cunningham, and Washington. There were 34 incidences as of May 13, 2024. There were 19 students that received RTO this school year. Of the 19 students, 15 students were male and 4 were females.

How has your district's school year 2023-2024 RTO Reduction Plan supported improvements?

The RTO plan had three goals:

1. Reduce the number of RTO incidents by 10%- In 2022-2023, there were 56 incidents which is a 39% reduction.
2. Reduce the number of students experiencing RTO incidents by 10%- In 2022-2023, there were 29 students which is a reduction of 34%.
3. Reduce the number of male students experiencing RTO by 25%- In 2022-2023, there are 25 male students which is a reduction of 40%.

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.

All areas were successful.

<i>Required Components</i>	<i>Action Item</i>	<i>Steps to Complete Action Plan</i>	<i>Timeline</i>	<i>Responsible Party</i>	<i>Progress:</i>
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;	-CHAMPS tier one behavior intervention -SEL curriculum for grades pre-kindergarten thru 8th (Second Step pre-k to 5th; Character Strong grades 6-8) -DESSA Universal Behavior Screener (completed twice annually)	Staff training on SEL curriculum Staff training on DESSA screener Provide SEL curriculum access to materials for all schools CHAMPS training offered to the district	Training in the fall of 2023	Department of Equity and Student Services	Champs training offered and CHAMPS office hours offered DESSA completed: Fall: (10/16/23-10/27/24) Winter: (1/15/24-1/26/24)

	<ul style="list-style-type: none"> -Social workers/school counselors assigned to each school building to address SEL concerns among students and provide preventative supports -Check in-Check out -De escalation strategies -Manipulating the environment -Lunch groups -Mentoring -Visuals -Fidgets/calming tools -Calm down areas within the classroom -Teaching calm down techniques -Utilizing Zones of Regulation -Implementation of Everyday Speech 				<p>20 buildings have 1 or more SEL team member</p> <p>Everyday Speech has been piloted and is being implemented 24-25 SY</p>
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<p>B) Identify effective ways/best practices to de escalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>Classroom management plan -incentives -deescalation area -individual behavior plans -student Functional Behavior Analysis and Behavior Intervention Plan *Building support teams will utilize the risk assessment behavior matrix prior to providing support for students in crisis -Walk and talks -Tiered positive behavior intervention (teacher, social worker, admin) -Peer mediation -Mediation between peer and staff -Removal from the situation/tag out</p>	<p>Teacher training for de escalation Team meetings to discuss and address student behaviors and provide supports</p>	<p>Teacher training in the fall of 2023 Team meetings monthly beginning in the fall of 2023 to Spring 2024</p>	<p>Teacher training - Department of Equity and Student Services Team meetings - Building administration</p>	<p>Trainings offered: 11-23 -Restorative Circles -Meaningful relationships with students -Verbal De-escalation training -2/1/24 BCBA provided FBA/BIP training to the SEL team</p>
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical</p>	<p>-Deescalation training offered -CPI to selected building teams -CHAMPS menu of consequences</p>	<p>Provide training to various groups: Teaching staff and related service PALS program staff Autism program staff</p>	<p>Summer, 2023 Timesterly for 23-24 school year: Trimester 1 (August-November)</p>	<p>CPI trainers</p>	<p>Restorative practice training provided in 11/23</p>

restraint, time out, and isolated time out; and	-Restorative practice training	Administration	Trimester 2 (December-Feb) Trimester 3 (March-June)		Deescalation training provided 1/23 CPI training provided to admin 5/30/24
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 the intervention next time.	-Student Team meeting CPI debriefing (student, parent, teacher, and any other pertinent staff member) -Reflection forms	If RTO is utilized, the student's team will convene a meeting to discuss antecedent and create a plan that includes steps to deescalate the situation.	As needed basis	Building administration	Restorative meetings are scheduled to discuss the situation and a plan of action is created
E) Include action step(s) that describe procedures to ensure 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 disclosure of student information must be consistent with federal	-School personnel will disclose necessary information to pertinent team members in compliance with confidentiality laws during the debriefing meeting	Problem-solving meetings will be held to discuss with parent Create an individual plan for student	Ongoing	Building administration	All staff complete the GCN training on confidentiality Pertinent information is uploaded into the district information system in which only pertinent staff can access information

and state laws and rules governing student confidentiality and privacy rights.					Problem solving meetings (usually monthly) are held to discuss particular students and a plan of action is created
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.	After the occurrence of the RTO, create an individual student plan	Convene a meeting with the child's team to discuss the following: 1. The details of the incident 2. Any triggers or antecedents identifiable 3. Interventions to decrease the probability of a future RTO 4. A follow up meeting date to review success of plan	Ongoing	Building administration	Restorative meetings are scheduled to discuss the situation and a plan of action is created Follow up meetings are scheduled to review plan and determine next steps
G) Describe how the information will be made available to parents for review.	-Ensure parents are aware if an RTO has taken place -Upload plan into "document" section in ASPEN	Notify parent in writing within 24 hours of the RTO Invitation extended to parent regarding student meeting	Notification of RTO distributed to parents within 24 hours of the RTO	Building administration	RTO form is sent to the Director of E/SS and input into IWAS within 24 hours

					Building admin notify the parent by telephone, the student is checked by the nurse and a copy of the form sent to the parent within 24 hours
H) Describe the modification process (as necessary) to satisfy aforementioned goals.	-Reduce the number of RTOs in each school building	Review the physical restraint, time out, isolated time out reduction plan annually Review the data of student RTOs	Formal review of RTO building plan end of spring of 2024	District Discipline Council	Discipline committee met on May 14 to review the data and update the plan. We also choose the self-selected goal for 24-25