

**Tamaroa Grade School RTO Reduction Plan  
2024-2025**

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
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	Create an oversight team that is responsible for implementing and monitoring the Restraint and Seclusion Reduction Plan	Ask staff members if they would like to be a part of the oversight team	January 2025  2024-2025 Meeting Schedule:  January 17, 2025  February 18, 2025  March 18, 2025	Superintendent/Principal  Oversight Team: Mrs. Erica Hicks (Superintendent) Mrs. Tammy Helvey (Special Education) Ms. Sarah Copus (Teacher) Ms. Meg Haggard (Social Worker) Ms. Addison Baker (Speech Teacher) Mrs. Cassandra Brown (Paraprofessional)
	Adopt the updated RTO Reduction Plan with the Board of Education	Present updated RTO Reduction Plan to Board of Education	May 2025	Superintendent, Board of Education
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out	Implementation of positive behavior supports, MTSS, SEL Curriculum, anti-bullying and harassment policies, and restorative justice frameworks in all facilities.  Trauma-informed social-emotional curriculum	Regular PD Opportunities, Reinforcement of Benefits Regarding New Approaches  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.	Ongoing Annually, Annual Schedule of Professional Development, and CPI Training.	School district and special education cooperative personnel  CPI certified Training Facilitators through Special Education Cooperative  Training Facilitators approved by the Regional Office of Education

	<p>incorporated into District grade levels.</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</p>	<p>Through Social Emotional Curriculum and Training, aligned to the 5 core SEL competencies, Casel's SEL Framework and Zones of Regulation, children will acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions, and demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.</p> <p>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 appropriately de-escalate.</p>		
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C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out	Continued focus in the following areas of training: Crisis De-escalation, Restorative Practices, Trauma Informed, Behavior Management	Through proper training and certification in CPI; staff learn 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.	Ongoing Annually  CPI Training provided to:  Erica Hicks (Superintendent) Lauren Adams (Teacher) Kelsey Lamke (Paraprofessional) Addison Baker (Speech Teacher) Sarah Copus (Teacher) Cassandra Brown (Paraprofessional)  In February 2025	School district and special education cooperative personnel  CPI certified Training Facilitators through Special Education Cooperative
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 in the future	Staff will be informed of procedures of debriefing meetings. District forms and agenda will be created and used in a consistent manner across facilities.	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.	Ongoing Annually	District Personnel and Special Education Cooperative Personnel
E) Include action step(s)	Maintain	Update student records	Ongoing	Superintendent/Principal,

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>individual student records that include a history of any restraint and seclusion incidents</p> <p>Include relevant information in a student's Individualized Education Program (IEP) and 504 Plan</p> <p>Conduct regular meetings with teachers and support staff to share information and strategies for students with a history of restraint and seclusion</p>	in a timely manner throughout the school year to keep information updated		Secretary, Teachers, School Social Worker, Special Education Team
F) Identify steps to develop individualized student plans as required by <a href="#">PA 102-0339</a> . 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 families for review.	Post the RTO Reduction Plan to the school website once adopted  Provide a copy of the RTO Reduction Plan to families upon request	Post to website	May 2025	Superintendent, Secretary
H) Describe a modification process (as necessary) to satisfy the aforementioned goals.	Oversight team will provide continuous quality review	The oversight team will meet annually to review and modify processes, or as necessary	Annually by July 1st	District Oversight Team

## 2024-2025 PROGRESS REPORT

**Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to the school year 2024-2025:**

There have been no instances where the use of physical restraint, time out, and isolated time out over a 12-month period for any student experiencing five-plus instances in a 30-day period.

**How has your district's school year 2024-2025 RTO Reduction Plan supported improvements?**

Since there have not been any instances of RTO in our district during the 24-25 school year, there is no possibility for improvement.

**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.**

This is not applicable since there have been zero instances of use of physical restraint, time out, or isolation over a 12-month period.

**General Education RTO Data (Non-IEP students, 504 students)**

No RTO Data Exists for this category over the past 3 years.

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

Erica Hicks- District Superintendent/Principal

Tammy Helvey- Special Education Teacher

Meg Haggard- School Social Worker

Addison Baker- District Speech Teacher

Cassandra Brown- Middle School Paraprofessional

Sarah Copus-Elementary Teacher

**Team Meetings:**

January 17, 2025

February 18, 2025

March 18, 2025

**RTO Reduction Plan**

Restraint and Time Out Oversight Team Annual RTO Plan Review Agenda and Sign-In

Date: January 17, 2025

**Agenda**

- 1) Review the Purpose of the RTO Oversight Team
- 2) Review Oversight Plan
- 3) Review existing Data from the previous school year
- 4) Suggest any Necessary Adjustments to the Plan
- 5) Adjourn

## Sign In Sheet

Name	Position	Signature
Erica Hicks	Superintendent/Principal	
Tammy Helvey	K-8 Special Education Teacher	
Meg Haggard	School Social Worker	
Addison Baker	K-8 Speech Teacher	
Cassandra Brown	Middle School Paraprofessional	
Sarah Copus	Elementary Teacher	