

Tamaroa Grade School RTO Reduction Plan

Tamaroa Grade School has had 1 instance of physical restraint in the last 3 school years (December 2021). In May of 2022, the Tamaroa SD #5 school board adopted an RTO policy that forbids the use of time out, isolated time out, and only allows for physical restraint in order to prevent a student from harming themselves or others. To continue promoting positive behavior and ensuring a safe and supportive environment for students, our RTO reduction plan is below:

2022-2023 Progress Report:

- Zero instances of any RTO. Our plan is working and was successful. We will continue to review and adjust as necessary.

Oversight Team: Our oversight team, responsible for implementing and monitoring the Restraint and Seclusion Reduction Plan, is composed of the following members:

- Dr. Brian Brink (Superintendent/Principal)
- Mrs. Erica Hicks (Assistant Principal)
- Mrs. Cindy Opp (Teacher)
- Mrs. Kelly Mayer (Paraprofessional)
- Ms. Meg Haggard (Social Worker)

Meetings: The oversight team met regularly during the 2022-2023 school year to review and discuss progress toward reduction goals.

- September 20, 2022
- January 17, 2023
- April 18, 2023

Reduction Goals:

Goal A: Reduce the number of Restraint and Seclusion incidents by 10% compared to the previous year.

Goal B: Reduce the number of students experiencing Restraint and Seclusion by 10% compared to the previous year.

Goal C (Optional): Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%.

Procedures for Informing School Personnel: To ensure that appropriate school personnel are fully informed of a student's history and any specific needs, we have established the following procedures:

- Maintain individual student records that include a history of any Restraint and Seclusion incidents.
- Include relevant information in a student's Individualized Education Program (IEP) and 504 Plan.
- Conduct regular meetings with teachers and support staff to share information and strategies for students with a history of Restraint and Seclusion.

Responsible Parties: Principal, Teachers, School Counselor, Special Education Team, and School Board

Timeline: Ongoing with regular reviews

Action Items:

1. **Review Existing Policies** (August 2023):

- Responsible: Principal and School Board
- Review and update the existing policy to ensure it aligns with best practices and the least restrictive interventions.

2. **Training for Staff** (September 2023):

- Responsible: Principal and Social Worker
- Provide training for all staff members on positive behavior support, de-escalation techniques, and alternative strategies to physical restraint, time out, and isolated time out.

3. **Individual Behavior Plans** (October 2023):

- Responsible: Teachers and Special Education Team
- Develop individualized behavior intervention plans for students with challenging behaviors. These plans should include proactive strategies, positive reinforcements, and clear consequences.

4. **Behavioral Support Team** (November 2023):

- Responsible: Principal, Social Worker, and Special Education Team
- Establish a Behavioral Support Team to meet regularly to discuss and address challenging behaviors. This team can include a school psychologist, social worker, and other relevant professionals.

5. **Communication and Involvement** (December 2023):

- Responsible: Teachers and School Social Worker
- Maintain open communication with parents and involve them in the development and monitoring of behavior plans. Collaborate with parents to ensure consistency between home and school.

6. **Positive Behavioral Interventions and Supports (PBIS)** (January 2024):

- Responsible: Teachers, Principal, and School Social Worker
- Implement a school-wide PBIS program to promote positive behavior and create a supportive school environment.

7. **Regular Data Collection** (Ongoing):

- Responsible: Teachers and Special Education Team
- Collect data on challenging behaviors, interventions, and outcomes. Use this data to monitor progress and adjust strategies as needed.

8. **Regular Reviews and Revisions** (Ongoing):

- Responsible: Principal and School Social Worker

- Conduct periodic reviews of the effectiveness of the reduction plan and make necessary adjustments.

9. Professional Development (Ongoing):

- Responsible: Principal and Social Worker
- Provide ongoing professional development opportunities for staff to stay updated on best practices in behavior management.

10. Report to School Board (Annually):

- Responsible: Principal
- Present an annual report to the school board on the progress of the reduction plan, including any changes made and the impact on student behavior and safety.

Availability for Parents:

This Restraint and Seclusion Reduction Plan will be made available for parents to review through the following methods:

- Posting the plan on our school website.
- Providing a copy of the plan to parents upon request.

By following this plan and continually reviewing and adjusting it as necessary, Tamaroa Grade School can maintain a safe and positive learning environment while reducing the need for physical restraint, time out, and isolated time out.