

Tamaroa Grade School RTO Reduction Plan 2026-2027

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.	Maintain an RTO Oversight Team responsible for implementing, monitoring, and annually reviewing the Restraint and Time Out Reduction Plan.	The Superintendent/Principal will maintain a multidisciplinary oversight team. The team will review district RTO data, prevention practices, staff training needs, debriefing procedures, and the effectiveness of positive behavioral supports. The team will recommend revisions when necessary.	2026-2027 school year Annual review during the 2026-2027 school year	Superintendent/Principal RTO Oversight Team: Erica Hicks - Superintendent/Principal Tammy Helvey - K-8 Special Education Teacher Sarah Copus - Elementary Teacher Addison Baker - K-8 Speech Teacher Cassandra Brown - Middle School Paraprofessional CJ Opp - 5-8 Teacher
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.	Adopt and maintain the updated RTO Reduction Plan.	Present the updated 2026-2027 RTO Reduction Plan to the Board of Education and make the adopted plan available to families.	2026-2027 school year	Superintendent/Principal; Board of Education
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out.	Continue implementation of positive behavioral supports, MTSS, social-emotional learning, anti-bullying and harassment practices, restorative approaches, and trauma-informed supports.	Provide preventative supports across grade levels. Staff will use proactive classroom management, relationship-building, explicit behavioral expectations, MTSS interventions, social-emotional instruction, restorative problem-solving, and individualized supports. Staff will be encouraged to recognize early signs of escalation and respond with verbal de-escalation, redirection, environmental adjustments, regulation strategies, and other safe, non-restrictive interventions.	Ongoing throughout 2026-2027 Annual professional development and crisis-prevention/de-escalation training as appropriate	School district personnel; Special Education Cooperative personnel; trained facilitators
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out.	Continue staff training in crisis prevention, de-escalation, PBIS/MTSS, and social-emotional supports.	District staff will participate in crisis-prevention and de-escalation training on a rotating or needs-based basis. Training will emphasize recognition of escalating behavior, verbal intervention, safe non-restrictive responses, and use of the least restrictive intervention appropriate to the situation.	Ongoing / Annually	Superintendent/Principal; Special Education personnel; training facilitators
C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out.	Continue focus on crisis de-escalation, restorative practices, trauma-informed practices, and behavior management.	Through appropriate training, staff will use decision-making skills to match the level of response to the level of risk. Staff will prioritize prevention, verbal intervention, regulation strategies, environmental supports, and other least-restrictive responses to protect the care, welfare, safety, and security of students and staff.	Ongoing throughout 2026-2027	School district personnel and Special Education Cooperative personnel
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.	Maintain consistent debriefing procedures following any restrictive intervention.	When a restrictive intervention occurs, involved staff and appropriate team members will debrief the incident, review antecedents and responses, evaluate the effectiveness of strategies used, identify preventative measures, and determine whether student supports or an individualized behavior plan should be developed or	Following any RTO incident; reviewed annually	Superintendent/Principal; District Personnel; Special Education Cooperative Personnel

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		modified. Required documentation and family communication will be completed in accordance with applicable requirements.		
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 or mental health information. Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.	Maintain relevant student records and communicate necessary information to appropriate personnel while protecting confidentiality.	Update student records in a timely manner. Appropriate information may be reflected in IEPs, 504 Plans, individualized student plans, behavior plans, health records, or other lawful student records as applicable. Teachers and support staff with a legitimate educational interest will receive information and strategies necessary to safely support the student, consistent with federal and state confidentiality and privacy requirements.	Ongoing throughout the school year	Superintendent/Principal; Secretary; Teachers; School Social Worker/Support Personnel; Special Education Team
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.	Develop individualized student plans when required and maintain student assistance/MTSS teams as needed.	Certified personnel and appropriate support staff will collaborate to develop individualized student plans when required. Plans will be separate from the student's IEP or 504 Plan and will identify preventative supports, known triggers or antecedents when appropriate, de-escalation strategies, crisis-response considerations, and other individualized supports. Plans will be reviewed and updated as student needs change.	Ongoing / Annually and as needed	District Personnel and Special Education Cooperative Personnel
G) Describe how the information will be made available to families for review.	Make the adopted RTO Reduction Plan available to families.	Post the adopted 2026-2027 RTO Reduction Plan on the school website and provide a copy to families upon request.	Following Board adoption	Superintendent/Principal; Secretary
H) Describe a modification process (as necessary) to satisfy the aforementioned goals.	Provide continuous quality review through the RTO Oversight Team.	The oversight team will review RTO data, staff training, prevention practices, debriefing information, and implementation of the plan at least annually and will recommend modifications when necessary.	Annually and as necessary	District RTO Oversight Team

2025-2026 PROGRESS REPORT

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to the school year 2025-2026:

Tamaroa Grade School reported zero instances of physical restraint, time out, or isolated time out during the 2025-2026 school year. There were therefore no students who experienced five or more RTO incidents within a 30-day period.

How has your district's school year 2025-2026 RTO Reduction Plan supported improvements?

Tamaroa Grade School experienced zero instances of physical restraint, time out, or isolated time out during the 2025-2026 school year. The District continued to emphasize preventative behavioral supports, MTSS, social-emotional supports, staff collaboration, de-escalation strategies, and crisis-prevention practices. The District will continue these preventative approaches during 2026-2027 while monitoring student needs and providing staff with appropriate training and support.

What targeted areas for RTO reduction were not as successful (if any)? Please describe any factors that contributed to unexpected results from your previous RTO Reduction Plan.

No specific targeted area was identified as unsuccessful during the 2025-2026 school year because the District had zero RTO incidents. The District recognizes, however, that maintaining zero incidents requires continued attention to prevention, early intervention, staff training, de-escalation strategies, individualized student supports, and consistent review of procedures.

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

No RTO incidents were reported for this category during the 2025-2026 school year.

Special Education RTO Data

No RTO incidents were reported for this category during the 2025-2026 school year.

RTO Oversight Team

Name	Title
Erica Hicks	Superintendent/Principal
Tammy Helvey	K-8 Special Education Teacher
Sarah Copus	Elementary Teacher
Addison Baker	K-8 Speech Teacher
Cassandra Brown	Middle School Paraprofessional
CJ Opp	5-8 Teacher

2026-2027 Team Meetings

The RTO Oversight Team will meet at least annually during the 2026-2027 school year and additionally as needed. Meeting date(s): September 25, 2026

RTO Reduction Plan

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

Date: September 25, 2026

Agenda

- Review the purpose and responsibilities of the RTO Oversight Team.
- Review the 2026-2027 RTO Reduction Plan.
- Review RTO data from the previous school year and any current-year data available.
- Review prevention, de-escalation, training, debriefing, and individualized-support practices.
- Identify any necessary adjustments to the RTO Reduction Plan.
- Document recommendations and next steps.
- Adjourn.

Sign-In Sheet

Name	Position	Signature
Erica Hicks	Superintendent/Principal	Erica Hicks
Tammy Helvey	K-8 Special Education Teacher	Tammy Helvey
Sarah Copus	Elementary Teacher	Sarah Copus
Addison Baker	K-8 Speech Teacher	Addison Baker
Cassandra Brown	Middle School Paraprofessional	Cassandra Brown
CJ Opp	5-8 Teacher	CJ Opp