

Virginia CUSD 64 RTO Reduction Plan

RTO Reduction Goal: The plan's objective shall be a 25 percent reduction in the use of physical restraint/time out/isolated time out over a 12 month period for individual students experiencing five-plus instances in a 30-day period.

- Virginia CUSD 64 RTO plan team members are as follows: Nick Roscetti (Special Education Administrator), Jeff Bourne (Building Administrator), Jake Stewart (Building Administrator), Keenan Gill-Kittell (School Psychologist), Beth Asama (Special Education Teacher), Abbie Link (Special Education Teacher), Ashley Moon (Director of Student Services), and Mekelle Neathery (Superintendent).
- Virginia CUSD 64 has had 0 students restrained over 5 times in a 30 day period for a total of zero (0) occurrences.
- Virginia CUSD 64 has had 1 student who has been restrained a total of 1 event over the last 12 months.

Details of our plan to support a vision for cultural change that reinforces the following:

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.

Steps to complete action item:

Continued use of/ initial implementation:

- PBIS
- Monthly Celebrations
 - House system for grades 6-8
 - Student of the Month
- SEL Curriculum
 - Leader In Me (Prek-5th grade)
 - Open Parachute (6-8th grade)
- Director of Student Services interventions/supports
 - Coordination with outside agencies for counseling services
- Rtl Supports and Interventions (as determined by the educational team)
 - Guided Study
 - Tutorial
 - Title Services
 - Check in/ Check Out
- Additional strategies:
 - Well established, structure, routines, and procedures
 - High expectations and consistent response to student behavior
 - Collaborative learning
 - Morning meetings with classroom
 - Identification of student potential triggers

- Collaborative meetings with staff to develop additional supports

Timeline: Start of the 2022-23 school year

Responsible Party: Building Administrators and Staff

B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out:

Action Item: Virginia CUSD 64 staff will utilize de-escalation techniques to avoid physical restraint, timeout, and isolated time out. These techniques are part of the Crisis Prevention Intervention (CPI) training that occurs annually.

Steps to complete action item: Training and implementation of:

- Nonviolent Crisis Intervention (CPI)
 - Staff engages student with empathetic non judgemental approach
 - Staff will provide clear direction or instruction using structured choices and limits in a calm voice
 - Restorative practices
 - Behavior Management Practices
 - Outlined disciplinary procedures in the student handbook
 - Additional Strategies:
 - Assess the student's basic needs
 - Identify triggers
 - Know when to switch out staff when they are emotionally charged
 - Offer a safe place
 - Offer calming items and noise reduction strategies
 - Model/implement breathing techniques

Timeline: Start of the 2022-23 school year

Responsible Party: Building Administrators and Staff

C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out.

Action Item: The Virginia CUSD 64 staff will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out that are listed above.

Steps to complete action item:

- Nonviolent Crisis Intervention (CPI)
 - Staff engages student with empathetic non judgemental approach
 - Staff will provide clear direction or instruction using structured choices and limits in a calm voice
 - Use strategies to maximize safety and minimize harm for all
- Additional Strategies
 - Assess the student's basic needs

- Identify triggers
- Know when to switch out staff when they are emotionally charged
- Offer or direct to go to a safe place
- Offer calming items and noise reduction strategies
- Model/Implement breathing techniques
- Physically block student from exiting the classroom
- Remove other students from the classroom to maintain safety

Timeline: Start of the 2022-23 school year

Responsible Party: Building Administrators and Staff

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.

Action Item: Virginia CUSD 64 staff will utilize debriefing meetings to review what occurred and revise staff response to prevent crisis or improve de-escalation techniques.

Steps to complete action item:

- Ensure that emotional and physical control is regained by student and staff
- Orient the team to the basic facts of the incident; review the documentation
- Look for patterns in student behavior and staff responses to said behavior
- Investigate alternatives to the behavior and strengthen staff responses
- Negotiate future approaches and expectations to student behavior
- Implement changes that improve future occurrences of behavior
- Give back responsibility to student while supplying support and encouragement
- Give support and encouragement to staff

Timeline: Start of the 2022-23 school year

Responsible Party: Building Administrators and Staff

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 mental health information. Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.

Action Item: Virginia CUSD 64 will ensure that appropriate school personnel will be fully informed of relevant student information while maintaining student confidentiality.

Steps to complete action item:

- Staff specific access to Teacher Ease
- Student Support Team will keep the appropriate staff informed
- Case Review Team will keep the appropriate staff informed
- Nurse or relevant staff member will provide student health information

- Special Education Case Managers will provide relevant IEP information
- Director of Student Services will provide relevant social emotional information
- Building Administration will provide relevant 504 information
- General Education teachers will identify/refer concerns with At Risk students
- District substitutes will be provided with student specific relevant information

Timeline: Start of the 2022-23 school year

Responsible Party: Building Administrators and Staff

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.

Action Item: Virginia CUSD 64 will develop individualized student plans to address needs of At Risk students.

Steps to complete action item:

- Identify students of concern and collect additional data
- Define/analyze the problem based on data review
- Identify triggers or antecedents
- Brainstorm solutions
- Implement the plan with fidelity
- Evaluate progress with data collection and review

Timeline: Start of the 2022-23 school year

Responsible Party: Building Administrators and Staff

G) Describe how the information will be made available to parents for review.

Action Item: Virginia CUSD 64 will inform parents of the RTO reduction plan.

Steps to complete action item:

- District website

Timeline: Start of the 2022-23 school year

Responsible Party: School Superintendent

H) Describe a modification process (as necessary) to satisfy aforementioned goals.

Action Item: Virginia CUSD 64 will design a process to review and/or modify aforementioned goals.

Steps to complete action item:

- District RTO Oversight Team will review plan annually to assess whether changes are warranted
- The District RTO Oversight Team will review updated disaggregated district-level RTO data to determine if the reduction goal was met

- May consider revisions to any of the following:
 - School Improvement Plan
 - Strategic Plan
 - RTO Reduction Plan
 - Professional Development Plan

Timeline: Start of the 2022-23 school year

Responsible Party: Building Administrators and Staff