

**St. George School District #258**  
**Physical Restraint, Time Out, and Isolated Reduction Plan**

**RTO Reduction Goal:** The plan's objective is to have a 25% reduction in the use of physical restraint, time out, and isolated time out over a 12-month period for students experiencing five-plus instances in a 30-day period.

- 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.

Action Item: The District implements a school-wide Positive Behavior Support System. We also utilize our social worker to work with students when in distress.

Steps to Complete: School-Wide Plan

Timeline: 2022-2023 Responsibility Party: All Staff

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

Action Item: In the event of a student in distress, staff will remain calm when speaking to the student; provide clear directions; provide alternatives (walking break, water break, break to speak to a trusted adult in the building); give students time before giving a directive from staff.

Steps to complete: Training for staff during SIP and TI days

Timeline: 2022-2023 Responsible Party: All Staff

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

Steps to complete: Training for staff during SIP and TI days

Action Item: Remove students to another classroom if a student in distress needs time to comply; listen to the student to define the problem and acknowledge how they are feeling; be supportive; find alternatives; provide clear directions; students must develop a plan for next time they are in distress.

Timeline 2022-2023 Responsible Party: Administration and Special Education Teacher and Student

- D. Describe the entity's plan to utilize debriefing meetings to reassess what occurred and why it occurred to think through ways to prevent use of intervention the next time.

Action Item: Students placed in time-out or restrained must go through a debriefing stage. Students will write down what caused their distress and come up with a plan for the next time. They will then have to verbalize it with the teacher or administration on how they will respond next time they are in distress. Parents will be notified of the incident. Staff will review how they responded with the event and assess if alternative interventions should be implemented.

Steps to complete: Document debriefing with all stakeholders and review plan of action to help all stakeholders next time.

Timeline: 2022-2023

Responsible Party: Administration, Social Worker, Special Education Teacher, Parents and Students

- 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.

Action Item: Appropriate staff will meet with administration and the parents to discuss a student's history of physical or sexual abuse and, and other relevant medical mental health information during the first week of school for the student when it is known or disclosed at registration or at any other time throughout the school year.

Steps to complete: Review students' files

Timeline: 2022-2023 Responsible Party: Administration, Teachers and Parents

- F. Identify steps to develop individualized student plans as required by PA 102-0339. Plans should be separate and apart from a student's IEP or 504 plan.

Action Item: Individualized plans will be developed with the student, parents and teacher when a time-out or restraint occurs at school. Plans will be separate from the student's IEP or 504 plan if they have one or not. However, if a student warrants special education testing, then the district will move forward with a domain meeting to determine if assessing the students is warranted and if special education services and a behavior intervention plan should be in place for a student.

Steps to complete: See Individualized Plan

Timeline: 2022-2023 Responsible Party: Special Education Teacher, Student, Parent, Social Worker

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

Action Item: The Physical Restraint, Time-Out and Isolated Time Out Reduction Plan will be posted on the district's website. Any occurrences will require a parent meeting to discuss what occurred and what interventions were utilized.

Steps to complete: Posted on school's website

Timeline: 2022-2023 Responsible Party: Administration, staff and parents

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

Action Item: At the end of each school year, the team will review the current plan and make any modifications if needed to improve the plan.

Steps to complete: Team will meet each year.

Timeline: May 2023 Responsible Party: Team

Data Point: No student has been restrained or placed in time-out at St. George Elementary School for the past four years (2018-2022).