

Ohio Community School Districts #17 & #505 RTO Reduction Plan

Team Members: Jason Wilt, Jennifer Donnelly, Jennifer Hamilton, Deb Bodmer, Megan Duffy and Amy Fleck

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;	Utilize K-12 MTSS SEL Plan including positive supports. Individualize plans for students as needed	Implement Tier 1, Tier 2 and Tier 3 SEL supports	On-going	Administrative Team and School Staff
B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;	Utilize and implement practices from previous professional development on student trauma, SEL, and Crisis Prevention Institute (CPI). Utilize CPI team to respond to situations where students are escalated	Maintain CPI certified staff members.	On-going	Administrative Team, CPI Team
C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out;	CPI trained staff will utilize de-escalation strategies taught in CP training. CPI team will meet as-needed throughout the school year to practice and/or review CPI strategies.	Call CPI team to de-escalate situations	On-going	Administrative Team, CPI Team
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	Meet with all staff involved in any incidents within 1 school day to debrief and determine ways to prevent a similar incident from occurring in the future. What went well? What could we improve?	School administrator meets with all staff involved in the incident to debrief.	On-going	Administrative Team, CPI Team
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.	Provide information regarding trauma and sexual abuse to appropriate school personnel members per FERPA guidelines	School administrator reviews student information and follows FERPA guidelines for sharing information with school personnel	On-going	Administrative 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.	Whenever a student experiences instances of RTO on 3 days within a 30-day period, an individual behavior plan is developed that provides for either continued use of these interventions or for the use of other, specified interventions.	Parent must be given 10-days' notice of date, time, and location of review meeting. Convene meeting with parents and all appropriate school personnel to develop a behavior plan for the student.	On-going	Administrative Team
G) Describe how the information will be made available to parents for review.	Parents provided with RTO policy and procedures annually and upon student enrollment.	Include RTO policy and procedures in registration materials	On-going	Administrative team

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H) Describe a modification process (as necessary) to satisfy aforementioned goals.	Review RTO plan and all instances of RTO annually. Yearly progress reports will be submitted to ISBE by July 1 each school year. The RTO plan will be modified if modifications are determined to be necessary by the RTO team.	Hold an annual meeting with the RTO team to review the RTO plan. Submit yearly progress reports to ISBE by July 1 each year.	On-going	Administrative team