

**Carbondale Community High School District #165**

**Physical Restraint, Time Out and Isolated Time Out Reduction Plan 2022-2025**

Required Components	Action Item	Steps to Complete the Action	Timeline	Responsible Party
<p><b>Provide details of a plan to support a vision for cultural change that reinforces the following:</b>  <b>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;</b></p>	<p><b>A)</b>Carbondale Community High School has committed itself to a school wide positive behavior management program, PBIS. The program is centered on teaching and rewarding students for positive behavior performance. CCHS has four Terrier Traits that are expected in every area of the school. Those traits are: Be Here &amp; Be Ready, Be Respectful, Be Involved, and Be Responsible. The PBIS Committee has developed a behavior matrix that explains what behaviors are expected, in relation to those traits. The matrix is posted in every classroom and throughout the school. There are numerous incentives that students are rewarded for positive behavior. The PBIS cpmmitte meets monthly to disucss Tier 1 supports and a sub-group meets monthly on Tier 2/3 supports.</p>	<p>Develop a series of trainings that meets the needs of our staff and students, including the following:                      A) Teachers are trained the first day back of each school year and students receive training the first week of school. Students will alos, receive training periidically throughout the year during advisory period and staff has a refresher mid-year.</p>	<p>School Years                      2022-2023                      2023-2024                      2024-2025</p>	<p>District/Building Administrators, RTO Oversight Team and PBIS Committee will be responsible for ensuring the Positive Behavior Systems of Tiered Supports are being implemented with fidelity.</p>
<p><b>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraints, time out and isolated time out;</b></p>	<p><b>B)</b> Administration and select staff will be trained on CPI - Nonviolent Physical Crisis Interventions which provide stakeholders with a safe, non harmful de-escalation system designed to help school staff provide the best possible Care, Welfare, Safety, and Security for individuals who are experiencing a crisis event, focusing on nonverbal interventions, verbal interventions, and re-establishment of a therapeutic relationship using closure and debriefing practices. All staff will be trained in Self-Regulation – Helping Students Stay on Task and De-Escalation Strategies (year one), Restorative Practice and Trauma-informed Practices (years two and three). Certified staff will also receive additional training in the area of Disruptive and Noncompliant Behaviors - Behavioral Interventions</p>	<p><b>B)</b> Trainings:                      CPI - Nonviolent Physical Crisis Interventions                      Self-Regulation – Helping Students Stay on Task                      De-Escalation Strategies                      Restorative Practice                      Trauma-informed Practices                      Noncompliant Behaviors-Behavioral Interventions</p>	<p>School Years                      2022-2023                      2023-2024                      2024-2025</p>	<p>District/Building Administrators and the RTO Oversight Team will be responsible for ensuring the training are implemented in a timely manner and with fidelity.</p>
<p><b>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out and isolated time out;</b></p>	<p><b>C)</b> Stakeholders will utilize the professional development provided to them to identify and recognize levels of crisis behaviors and how to respond, learn to manage their own behaviors in crisis situations, learn nonverbal communication skills, develop limit-setting strategies and other verbal interventions and de-escalation skills, learn safe intervention skills to prioritize safety and minimize traumatic events, understand the professional and legal considerations of interventions, learn how to assess risk behaviors, practice and implement non-restrictive and restrictive interventions, and implement the process of re-establishing relationships following a crisis situation;</p>	<p><b>C)</b> Trainings:                      CPI - Nonviolent Physical Crisis Interventions                      Self-Regulation – Helping Students Stay on Task                      De-Escalation Strategies                      Restorative Practice                      Trauma-informed Practices                      Noncompliant Behaviors-Behavioral Interventions</p>	<p>School Years                      2022-2023                      2023-2024                      2024-2025</p>	<p>District/Building Administrators and the RTO Oversight Team will be responsible for ensuring the training are implemented in a timely manner and with fidelity.</p>
<p><b>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</b></p>	<p><b>D)</b> After each incident of restraint, time out, or isolated time out, the school team (i.e. team members involved in the incident), will review the incident and analyze proactive stragies for the future. The parent of the student will also be offered the opportunity for a meeting to discuss the incident and the team will review proactive strategies on how to handle events in the future.</p>	<p><b>D)</b> Follow established procedures described in the action item box in the event of incident.</p>	<p>School Years                      2022-2023                      2023-2024                      2024-2025</p>	<p>District/Building Administrators and the RTO Oversight Team will be responsible for ensuring procedures are followed.</p>

<p><b>Include action steps 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 confidentiality and privacy rights.</b></p>	<p>As part of the evaluation, implementation, problem-solving, and debriefing processes, data will be collected and include relevant information relating to the students' individual situation, history, background, experiences, and other relevant events and factors to the team of professionals within the guidelines and limitations of state and federal confidentiality and privacy laws.</p>	<p>Ensure that team members involved with a student are provided the necessary student information as allowable under the law. The Building Administrator(s) and RTO Oversight Team will ensure team members involved with the student are included in the planning meetings, as appropriate.</p>	<p>School Years 2022-2023 2023-2024 2024-2025 Annually and/or at each student's team meeting</p>	<p>Building Administrator(s), RTO Oversight Team, School Individuals that work with the specific student. To ensure a culture of collaboration between the school and outside organizations the student maybe enrolled in (i.e. outside counseling, etc.), the school will invite outside organizations with parent/guardian consent and as appropriate under the law.</p>
<p><b>Identify steps to develop individualized plans as required by PA102-0339. Plans should be separate and apart from a student IEP or 504 Plan.</b></p>	<p>For general education students, we will utilize the same techniques we utilize when we develop a child's functional behavioral assessment and intervention plan. We will evaluate to see what function the behavior serves for the individual student and then develop some interventions to use with the child to help them learn an alternate, more appropriate behavior. For IEP and 504 students, to the extent permitted by the IDEA or Section 504, we will use the same process, however that process may involve the IEP or 504 team to remain compliant with federal law.</p>	<p>A plan will be developed on an individual basis for each student in need. The RTO Oversight Team will utilize data collectd through the districts tiered system of supports. The Building Administrator(s); SW if applicable to your district, and RTO Oversight Team will ensure that all team members who will be in contact with the student are trained and informed of the students individualized plan.</p>	<p>School Years 2022-2023 2023-2024 2024-2025</p>	<p>Building Administrator(s); Building SW if applicable and oversight team members for each individual student.</p>
<p><b>Describe how the information will be made available to parents for review</b></p>	<p>Our plan will be posted on our district's website.</p>	<p>Post plan on district's website.</p>	<p>School Years 2022-2023 2023-2024 2024-2025</p>	<p>Administrators and Technology Coordinator</p>
<p><b>Describe a modification process (as necessary) to satisfy aforementioned goals</b></p>	<p>Training/professional development will be delivered to stakeholders as the needs arise. The oversight team will review the plan on an annual basis and determine any changes needed.</p>	<p>Professional Development Needs Determined and annual review of plan</p>	<p>School Years 2022-2023 2023-2024 2024-2025</p>	<p>The oversight team will determine what professional development is needed to ensure staff have the necessary tools to reach the district's goal.</p>