

TMCSEA Physical Restraint, Time Out, and Isolated Time Out Progress Report and Reduction Plan

Progress Report:

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2023-2024.

TMCSEA is a special education cooperative that operates two separate public day school programs, Schramm Educational Center and Rogers Academy. Schramm Educational Center is a multi-faceted facility committed to providing high quality special education services to students ages 3-22 with significant disabilities. Rogers Academy is the cooperative's new program that opened in August 2023 serving elementary, junior high, and high school students with emotional disabilities. During the 2022-2023 school year, there were 5 physical restraints at Schramm Educational Center, and Rogers Academy was not yet operational. During the 2023-2024 school year, there were 3 physical restraints at Schramm Educational Center and 6 physical restraints at Rogers Academy. There has been 1 time out and 0 isolated time outs at Rogers Academy in 2023-2024. There were zero documented incidents of time out/isolated time out in 2022-2023 or 2023-2024 at Schramm Educational Center.

How has your district's school year 2023-2024 RTO Reduction Plan supported improvements?

July 1, 2024 is the initial year the State is requiring special education cooperatives to have RTO Reduction Plans.

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

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List the names and titles of members of your district restraint and time out oversight team: The following are the list of titles for the oversight team must include, but is not limited to, teachers, paraprofessionals, school service personnel and administrators.

Kristina Neville, Superintendent/Director
Laura Stuff, Program Coordinator
Anne Risen, Program Coordinator
Amber Ealey, Program Coordinator
Adam Mangold, Program Coordinator
Kari Behrends, Program Coordinator
Takohma Beach, Teacher
Bethany Bozarth, Paraprofessional
Olivia Markham, School Social Worker
Jessica Schulzki, Associate Behavior Specialist

List dates of oversight team member meetings:

6/3/24
6/7/24

Goal Development: [The plan's objective shall be centered around at least three reduction goals.](#) **The two required goals for every district are:**

Goal 1 Reduce the number of RTO incidents by 10%.

Goal 2 Reduce the number of students experiencing RTO by 10%

The plan shall include at least one goal selected by the district from the list of optional goals based upon district data. **Select at least one of the following:**

- Reduce the number of K-2 students experiencing RTO by 25%.
- Reduce the number of students of color experiencing RTO by 25%.
- Reduce the number of students experiencing five-plus instances of RTO in a 30-day period by 25%.
- Reduce the number of male students experiencing RTO by 25%.
- Reduce the number of incidents of RTO for students with autism by 25%.
- Reduce the number of students with an emotional disability experiencing RTO by 25%.
- Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p>Provide details of a plan to support a vision for cultural change that reinforces the following:</p> <p>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;</p>	<p>Continue and expand professional learning and coaching for staff focused on trauma informed practices, positive behavioral interventions, and SEL. Work at the leadership, cooperative, and program levels to develop implementation plans and aligned training materials to support consistent and effective cooperative-wide FBA-BIP systems and processes including a focus on individualized, proactive behavioral supports and strategies</p>	<p>Develop aligned professional learning plans for each program. Monitor and reflect on staff engagement and reflections on learning as a result of professional learning and coaching. Develop and provide ongoing program-based training and coaching focused on conducting FBAs and implementing BIPs. Review behavioral data to guide additional training and interventions.</p>	<p>Ongoing throughout the 2024-2025 school year</p>	<p>RTO Team, Program Coordinators, SEL Specialist, Behavior Specialists, Instructional/SEL Coach, Program Coordinators</p>
<p>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>Maintain the number of CPI and UKERU trainers and continue to provide training in expanded de-escalation strategies and approaches for all TMCSEA programs.</p>	<p>Identify and train additional staff trainers within the cooperative. Develop a schedule for initial and refresher CPI/UKERU trainings for the 2024-2025 school year. Utilize program-based trainers for ongoing skills practice, coaching, and problem solving.</p>	<p>Summer-Fall 2024 and ongoing</p>	<p>RTO Team, Program Coordinators, and crisis/de-escalation instructors</p>

<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and</p>	<p>Identify and educate staff on alternative interventions in at least 8 hours of required components including crisis/de-escalation training annually</p>	<p>Incorporate the use of alternative de-escalation strategies into the annual crisis/de-escalation curriculum. RTO team will meet periodically during the school year to discuss the effectiveness of the alternative interventions, add additional interventions to the list, and plan additional staff training as needed.</p>	<p>August 12, 2024 and ongoing through the 2024-2025 school year</p>	<p>RTO Team, Program Coordinators, and crisis/de-escalation instructors</p>
<p>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.</p>	<p>Implementation of plans to improve frequency and impact of debriefing within each program.</p>	<p>Problem-solve logistics for staff availability and timing of debriefing meetings within each program for the 2024-2025 school year. Update and utilize checklists, protocols, and forms to guide debriefing meetings with a focus on improving carry-over of recommendations and plans. Retrain staff in debriefing procedures and expectations including de-escalation, alternatives to RTO, and individualized student planning carry-over. Monitor implementation and impact of debriefing across programs and make adjustments as needed.</p>	<p>Summer-Fall 2024 and ongoing</p>	<p>Program Coordinators, RTO Team, CPI/UKERU Trainers</p>

<p>Required Components</p>	<p>Action Item</p>	<p>Steps to Complete Action Item</p>	<p>Timeline</p>	<p>Responsible Party</p>
<p>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.</p>	<p>Program staff will review "Student at a Glance" forms for each student. Each form will highlight student history, including any history of physical or sexual abuse, and other relevant medical/mental health information.</p>	<p>Administration, Nurses, Therapists, Psychologists, Social Workers within each program will collaborate with classroom and IEP teams to share relevant information for individual students on 2024-2025 caseloads.</p>	<p>August 12-14, 2024 and upon new student enrollment throughout the 2024-2025 school year</p>	<p>Administrators, Nurses, Therapists, Psychologists, Social Workers, Program Staff, CPI/UKERU trainers</p>

<p>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.</p>	<p>Program-based debriefing teams will utilize forms and procedures for individualized student planning for students with multiple instances of RTO.</p>	<p>Incorporate individual planning into debriefing and restraint review conversations. Reflect on the impact of individual plans and make refinements in implementation.</p> <p>Utilize targeted students/teams for case study and pilot application of potential new approaches and alternatives to RTO, including UKERU.</p>	<p>Ongoing at the individual student level; Quarterly reviews at the program level</p>	<p>Program Coordinators, Debriefing Teams, RTO Oversight Team</p>
<p>G) Describe how the information will be made available to parents for review.</p>	<p>Draft of the RTO Plan will be reviewed at the June Executive Committee Meeting. RTO Plan will be posted on the TMCSEA website.</p>	<p>The Director will add the RTO Plan to the Board Agenda, and the plan will be posted on the cooperative's website once finalized.</p>	<p>June 2024</p>	<p>Director</p>
<p>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</p>	<p>Evaluate progress and impact of action plan at ongoing RTO Oversight Team meetings.</p>	<p>Establish a schedule of RTO Oversight Team meetings for the 2024-2025 school year. Utilize data to reflect on progress toward goals and indicators of success. Engage in ongoing action planning and/or modifications to the plan as needed.</p>	<p>Fall 2024 and ongoing throughout the 2024-2025 school year</p>	<p>RTO Oversight Team, Program Coordinators</p>