
NSSEO Physical Restraint, Time Out, Isolated Time Out (RTO) Reduction Plan (updated June, 2023)

RTO Oversight Team:

The 2022-23 NSSEO RTO Oversight Team consisted of 18 members representing the Kirk, Miner, Timber Ridge, and D/HH programs within NSSEO. The team membership includes the Superintendent, the Assistant Superintendent for Educational Services, Principals, Assistant Principals, Behavior Specialists, an Instructional Coach, Social Workers, Teachers, and Education Support Personnel (ESPs/paraprofessionals). The team met five times throughout the 2022-23 school year to:

- confirm our values and desired outcomes surrounding the use of RTO within NSSEO programs,
- reflect on implementation and impact of debriefing across programs and make adjustments to debriefing plans as needed,
- review and reflect on progress towards the goals and indicators of success outlined in the 2022-23 RTO Reduction Plan and make adjustments and/or modifications to the plan as needed, and
- update the NSSEO RTO Reduction Plan to thoughtfully guide a reduced use of physical restraint, time out, and isolated time out within our programs in the upcoming 2023-24 school year.

(see attached *Progress Report and Reduction Plan Template* for specific meeting dates and RTO Oversight Team membership names and roles)

Values and Desired Outcomes:

As an organization, NSSEO is dedicated to providing a safe and supportive learning environment for all students while also effectively supporting students within our programs who may present an imminent danger of serious physical harm to themselves or others. To accomplish these goals, we are committed to:

1. using trauma-informed and equitable practices for all students,
2. embedding use of proactive, therapeutic SEL and behavioral supports for students across all environments to reduce the instances in which RTO is needed to ensure the safety of a student or others, and
3. utilizing RTO practices as a last resort, only after less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of physical harm.

The NSSEO RTO Oversight Team recognizes the unavoidable tension that exists between these values and has approached the simultaneous need to utilize alternatives to RTO *and* the necessary restriction of movement (sometimes including RTO) as a last resort to ensure safety

as a polarity to be managed with both/and thinking rather than either/or thinking. The attached Polarity Map ® outlines the team's commitment to developing an RTO Reduction Plan that will maximize the positive results of both poles within this polarity, while minimizing the negative results of focusing on either pole to the neglect of the other. Additionally, the attached Polarity Map ® includes key, high-level action steps and early warnings the team will utilize to guide efforts to leverage this polarity well. These action steps, and the additional details for the implementation of these high-level action steps which are outlined in the remainder of this plan, articulate the strategies we will use to accomplish these simultaneous goals.

Indicators of Success:

The NSSEO RTO Oversight Committee grounded its work in a reflection on the disaggregated district- and school-level RTO data from the past 5 school years (2018-19, 2019-20, 2020-21, 2021-22, and 2022-23). The committee reviewed the 2022-2023 data regarding the weekly average number of RTO incidents, the yearly total number of unique students for whom RTO was a necessary intervention, as well as the yearly average number of students who experienced 5+ instances of RTO within a 30-day period.

Across all measures, NSSEO programs have demonstrated reductions in the use of RTO since the baseline year of 2018-19. There was a slight increase in the 2022-2023 data compared to 2020-2021 and 2021-2022. The NSSEO RTO Oversight Team reflected on the unexpected increases in RTO numbers during the 2022-2023 school year compared to the previous two school years and identified the following potential contributing factors:

- changes in guidance for reporting "momentary periods of physical restriction,"
- school space/staffing limitations,
- high staff turnover resulting in loss of institutional knowledge,
- debriefing procedures were substantially improved but did not yet reach or carry-over to all staff members, and
- increasing intensity of the behavioral/SEL needs for students being referred to NSSEO.

In addition to the ISBE suggested data points, the NSSEO RTO Oversight Team identified the following supplementary measures of success aligned to our Continuous Improvement Plan (CIP) and other data sources that will assist us in understanding our progress and needed next steps during the 2023-2024 school year.

Overall/global student indicators:

1. Percent of SEL and behavioral IEP goals for which students are meeting or exceeding IEP growth targets - **NSSEO Continuous Improvement Plan dashboard indicator**
2. Reduction year-to-year in the overall number of incidents of RTO (weekly averages) - **ISBE indicator**
3. Reduction year-to-year in the number (and/or percentage) of students for whom RTO is utilized - **ISBE indicator**
4. Reduction in the number of K-2 students experiencing RTO - **ISBE indicator**
5. Qualitative evaluation of patterns of RTO across buildings/programs and students (to support alignment of resources/training to areas of highest needs)

Staff training and systemic indicators:

6. Percent completion of key activities across the CASEL Focus Areas for essential district

actions for high quality, systemic SEL implementation - **NSSEO Continuous Improvement Plan dashboard indicator**

7. Number of program-based professional learning events and coaching cycles aligned to SEL, FBA-BIP, and/or Trauma Informed Practices - **NSSEO Continuous Improvement Plan dashboard indicator**
8. Increased staff reported feelings of safety, confidence, and efficacy in handling crisis situations (disaggregated for newly hired vs. returning/veteran staff as a measure of onboarding/mentoring outcomes in addition to overall outcomes)
9. Reduction in the number of staff injuries/days of work missed due to injury

Action Planning:

The RTO Oversight Team reflected on the existing behavioral supports and interventions, district initiatives, and professional development that have contributed to our successes in reducing the use of RTO. The 2022-2023 NSSEO RTO Reduction Plan supported improvements in staff training in areas including trauma informed practices (TIP), social-emotional learning (SEL), positive behavioral interventions, FBA-BIPs, and de-escalation as well as improvements in the implementation and efficacy of debriefing procedures within each NSSEO program. Additional details of the progress and successes as a result of the 2022-2023 Reduction Plan as well as key action steps based on the Oversight Team’s reflection on current RTO data and contributing factors are outlined in the sections below. Additionally, the action plan below is designed to continue to support a vision for cultural change across NSSEO programs that reinforces our shared values and desired outcomes related to the use of RTO (described above).

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

Social Emotional Learning and the use of positive behavioral interventions and supports are a longstanding priority for NSSEO. The NSSEO Continuous Improvement Plan (CIP) outlines specific objectives and strategies for each school year to continue to expand and refine SEL support for students and adults in acquiring and applying the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. The action steps below align directly to the NSSEO CIP.

Existing Strategies and Practices	Successes during 2022-23 school year
<p>Prior to 2021: Adoption and use of SEL curricular materials including anti-bullying units</p> <p>Ongoing PBIS supports and committee work within each NSSEO program</p> <p>2021-22: Launch of the district-wide SEL committee work aligned to the CASEL framework of SEL competencies</p>	<p>Continued district- and school-level SEL committee work aligned to the CASEL framework for SEL competencies</p> <p>Continued and further expanded professional learning and coaching for staff focused on TIP, positive behavioral interventions, and SEL</p> <p>Established an NSSEO working group to provide guidance and training for effective, efficient FBA-BIP development across</p>

<p>Expanded professional learning and coaching opportunities for staff around trauma informed practices (TIP), FBA-BIP, SEL, and response to student crisis within our schools and programs</p> <p>Interception training and awareness for staff</p> <p>Incorporation of increased proactive and sensory breaks in student schedules</p> <p>Increased therapeutic supports including Dialectical Behavior Therapy and brain regulation training</p> <p>Essentials for Instruction training series focused on establishing a positive classroom environment that proactively supports student engagement and regulation</p>	<p>NSSEO programs including a focus on individualized proactive behavioral supports and strategies</p>
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2023-2024 Action Items	Steps to Complete Action Item(s)	Timeline	Responsible Party
Continue district- and school-level work aligned to the CASEL framework for SEL competencies	Complete ongoing committee work focused on prioritizing learning standards, aligning curricular resources, and identifying appropriate assessment tools for the Social Emotional Learning (SEL) domain for each NSSEO program	Ongoing through the 23-24 school year	CIP Goal Leaders, Principals, NSSEO Curriculum Committee(s)
Continue and further expand professional learning and coaching for staff focused on TIP, positive behavioral interventions, and SEL	<p>Develop aligned professional learning plans and calendars for each program</p> <p>Monitor and reflect on staff engagement and reflections on learning as a result of professional learning and coaching</p>	<p>Ongoing</p> <p>Quarterly reflections</p>	<p>CIP Goal Leaders, Principals, Coaches</p> <p>Principals, Coaches</p>
Work at the leadership, district, and program levels to	Develop and provide ongoing program-based training and	Ongoing through 23-24 school year	CIP Goal Leaders, Principals, Coaches

<p>develop implementation plans and aligned training materials to support consistent and effective district-wide FBA-BIP systems and processes including a focus on individualized proactive behavioral supports and strategies</p>	<p>coaching focused on conducting FBAs and implementing BIPs</p> <p>Systematically review behavioral data at the student-, school-, and district-level to guide additional training and interventions</p>	<p>Ongoing through 23-24 school year</p>	<p>CIP Goal Leaders, Leadership Team, PBIS teams, IEP teams</p>
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B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out

NSSEO staff are trained in de-escalation strategies and techniques for safe, non-restrictive interventions using Crisis Prevention Institute training (NVCI) as well as verbal and nonverbal communication to diffuse escalating or aggressive behaviors through Ukeru training. NSSEO's combined use of these approaches is focused on de-escalation and other proactive, preventative strategies to avoid the use of RTO.

Existing Strategies and Practices	Successes during 2022-23 school year
<p>Prior to 2021: 8+ hours of yearly training for all staff in NVCI/CPI including crisis de-escalation</p> <p>2021-22: Adoption and use of Ukeru across programs</p> <ul style="list-style-type: none"> - Initial training for all staff in Fall 2021 - Monthly skills practice sessions - Targeted role playing and problem-solving at the classroom level <p>Behavioral training series for ESPs</p> <p>Increased structures within programs for behavioral problem-solving and collaboration across disciplines</p> <p>Increased staff training and coaching focused on strategies to support individual student needs</p>	<p>Expanded the number of NVCI and Ukeru trainers across NSSEO</p> <p>Provide training in expanded de-escalation strategies and approaches for all NSSEO staff</p> <p>Expanded teaching practices to support student awareness and use of interoception across settings</p>

2023-2024 Action Items	Steps to Complete Action Item	Timeline	Responsible Party
Maintain the expanded number of NVCI and Ukeru trainers across NSSEO	Identify and train additional staff trainers within each program as there is any turn-over	Summer-Fall 2023	Principals, Director of Professional Learning
	Develop a schedule for initial and re-certification NVCI and Ukeru trainings for SY23-24	Summer 2023	Principals, Director of Professional Learning
	Utilize program-based trainers for ongoing NVCI and Ukeru skills practice and problem-solving	Ongoing	Principals, NVCI/Ukeru trainers
Continue to provide training in expanded de-escalation strategies and approaches for all NSSEO staff	Outline expanded comprehensive onboarding, mentoring, and ongoing training plans related to NVCI, Ukeru, and de-escalation strategies (<i>see RTO Oversight Team notes from 3/23/23 for additional details for targeted content/needs</i>)	Summer - Fall 2023	NVCI/Ukeru trainers, Principals, Director of Professional Learning
	Incorporate review of and reflection on the use of de-escalation strategies in debriefing procedures and protocols	Ongoing	Principals, Debriefing teams

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

NSSEO incorporated Ukeru into our crisis intervention techniques starting in the 2021-22 school year as an alternative to physical restraint, time out, and isolated time out. Ukeru is a trauma-informed crisis intervention approach that utilizes verbal and nonverbal communication to divert an aggressive individual, physical release techniques that keep both client and caregiver safe,

physical redirection to avoid injury and self-harm, as well as soft, cushioned blocking tools as an alternative to RTO.

Existing Strategies and Practices	Successes during 2022-23 school year
<p>Prior to 2021: 8+ hours of training for all staff in NVCI/CPI, crisis de-escalation, restorative practices, trauma-informed practices, and behavioral management practices</p> <p>2021-22: Adoption and use of Ukeru across programs</p> <ul style="list-style-type: none"> - Initial training for all staff in Fall 2021 - Monthly skills practice sessions - Targeted role playing and problem-solving at the classroom level <p>Established a cultural change related to the use of RTO</p> <ul style="list-style-type: none"> - Increased proficiency with de-escalation strategies including “waiting it out” - Clear definitions of imminent danger and focus on reducing over-response - Emphasis on RTO as a last resort 	<p>Continued exploring and problem-solving safe and effective use of Ukeru with older students</p> <p>Expanded the number of NVCI and Ukeru trainers and trainings/practice sessions across NSSEO</p> <p>Established revised training materials and documentation that describes how NVCI and Ukeru are combined, incorporated into each program’s crisis intervention techniques, and aligned to the ISBE guidance for use of RTO</p> <p>Provided additional staff training focused on proactive strategies to support regulation</p>

2023-2024 Action Items	Steps to Complete Action Item	Timeline	Responsible Party
<p>Engage in ongoing research and collaborative dialogue to identify additional alternatives to RTO that might be effective within NSSEO settings</p>	<p>Review existing research and practices to identify alternatives to explore</p>	<p>Fall 2023</p>	<p>RTO Oversight Team</p>
	<p>Identify individuals and agencies with whom to collaborate in exploration of effective alternatives to RTO within NSSEO settings</p>	<p>Fall 2023</p>	<p>RTO Oversight Team</p>
	<p>Utilize targeted students/teams for case study and pilot application of potential new approaches and alternatives to RTO</p>	<p>Winter 2023 - ongoing</p>	<p>RTO Oversight Team, Debriefing Teams</p>

Maintain the expanded number of NVCI and Ukeru trainers across NSSEO	Identify and train additional staff trainers within each program when/if there is any turn-over	Summer-Fall 2023	Principals, Director of Professional Learning
	Develop a schedule for initial and re-certification NVCI and Ukeru trainings for SY23-24	Summer 2023	Principals, Director of Professional Learning
	Utilize program-based trainers for ongoing NVCI and Ukeru skills practice including role play and targeted problem solving	Ongoing	Principals, NVCI/Ukeru trainers
Incorporate additional training to support understanding of behavior and problem-solving in the moment into each program's crisis intervention techniques aligned to the ISBE guidance for use of RTO	Incorporate a focus on understanding of behavior and in-the-moment problem-solving into the comprehensive onboarding, mentoring, and ongoing training plans related to NVCI, Ukeru, and de-escalation strategies	Summer 2023	NVCI/Ukeru trainers, Principals, Director of Professional Learning, Program Coaches
Ensure all NSSEO staff are familiar with the RTO reduction plan values, outcomes, and action plans to support ongoing cultural change related to the use of RTO	Incorporate updated overview of NSSEO RTO reduction plan values, outcomes, and action plans into revised training materials	Summer 2023	Principals, RTO Oversight Team
	Provide RTO guidance/plan updates and training for all NSSEO staff with overview of the comprehensive plan's learning objectives and training timeline for SY23-24	Fall 2023	Principals, RTO Oversight Team representatives

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

Debriefing is a high-leverage strategy that will directly support NSSEO’s desired outcomes related to the use of RTO. The consistent use of debriefing meetings to reflect on RTO events will meet many purposes including, but not limited to:

- Providing opportunities to review and improve the use of de-escalation strategies and protocols for specific student situations (item B above),
- Providing opportunities for review of the use of Ukeru and other alternatives to RTO (item C above),
- Providing ongoing opportunities for adjustments to individual student plans (item F below),
- Identifying any needs for additional problem-solving and/or training for staff, and
- Supporting staff safety, confidence, and efficacy in handling crisis situations.

Existing Strategies and Practices	Successes during 2022-23 school year
<p>Prior to 2021: Debriefing practices aligned to COPING model through NVCI</p> <p>2021-22: RTO Oversight Team created and enacted action plans to improve frequency and impact of debriefing within each program</p> <ul style="list-style-type: none"> - Allocation of additional time and funds for debriefing - Creation of individual plans for Tier 3 students <p>Incorporation of mindfulness training and supports for staff mental health and resilience</p>	<p>Continued implementation of plans to improve frequency and impact of debriefing within each program</p> <p>More robust conversations across teams as a result of debriefing</p> <p>Improved consistency with development and implementation of individualized student plans that take into account the student's history and environmental factors and that are oriented toward the prevention of the use of physical restraint, time out, and isolated time out (see G below)</p>

2023-2024 Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p>Continue 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 SY23-24</p> <p>Update and utilize checklists, protocols, and forms to guide debriefing meetings with a focus on</p>	<p>Summer 2023</p> <p>Summer - Fall 2023</p>	<p>Principals</p> <p>Principals, NVCI/Ukeru trainers, RTO Oversight Team</p>

	improving carry-over of recommendations/ plans		
	Retrain staff in debriefing procedures and expectations including de-escalation, alternatives to RTO (item C above), and individualized student planning carry-over	Fall 2023	Principals, NVCI/Ukeru trainers, RTO Oversight Team
	Monitor implementation and impact of debriefing across programs and make adjustments as needed	Ongoing	RTO Oversight 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.

2023-2024 Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Continue to implement the existing procedures (established as part of the 2022-23 RTO Reduction plan) to ensure appropriate school personnel are fully informed of relevant factors for individual students	Administration, nurses, and therapists (psychologists and social workers) within each program will collaborate with classroom and IEP teams to share relevant information for individual students on SY23-24 caseloads	August 2023	Administrators, Nurses, Therapists
	Training for all staff on general guidelines for trauma-informed approaches to behavioral support and RTO (Ukeru and other)	Ongoing	NVCI/Ukeru trainers

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.

Teams within each NSSEO program will take the following steps to develop individualized student plans that are oriented toward the prevention of the use of physical restraint, time out, and isolated time out, with the intent of the plan to be separate from a child's IEP or 504 Plan. Individualized student plans will be developed and documented as a part of the debriefing meeting and/or during the restraint review meeting(s) with parents and teams.

2023-2024 Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Program-based debriefing teams will continue to utilize forms and procedures for individualized student planning for students with multiple instances of RTO	Continue to incorporate individual planning into debriefing and restraint review conversations	Ongoing	Principals, Debriefing teams
	Utilize targeted students/teams for case study and pilot application of potential new approaches and alternatives to RTO	Winter 2023 - ongoing	RTO Oversight Team, Debriefing Teams
	Reflect on the impact of individual plans and make refinements to implementation	Ongoing at the individual student level Quarterly reviews at the program- and district-level	Debriefing teams RTO Oversight Team

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

2023-2024 Action Items	Steps to Complete Action Item	Timeline	Responsible Party
Draft of the updated RTO plan will be reviewed at June Board meeting	Add to Board Agenda	May/June 2023	Assistant Superintendent
RTO plan will be finalized and posted on NSSEO website	Post on website once draft is finalized	Summer 2023	Assistant Superintendent Technology

			Coordinator
RTO plan will be reviewed at Parent Advisory Council (PAC) meeting	Review progress/updates yearly at a Fall PAC meeting	Fall 2023 - Ongoing yearly	Superintendent
Include link to RTO plan in notifications to parents following any use of RTO	Update letter to include revised link for updated 2023-24 RTO Reduction Plan	Summer 2023	Principals
	Notify all administrators and therapists of updated letter	Summer 2023	Principals

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

The RTO Oversight Team met five times during the 2022-23 school year (see attached *Progress Report and Reduction Plan Template* for specific meeting dates and RTO Oversight Team membership names and roles) and will continue to meet periodically throughout the 2023-24 school year to evaluate progress and make adjustments and additions to our action plans based on the data aligned to our success indicators.

2023-2024 Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Evaluate progress and impact of action plan at ongoing RTO Oversight Team meetings	Establish a schedule of RTO Oversight Team meetings for 2023-24 school year	Fall 2023	RTO Oversight Team Facilitators
	Utilize data to reflect on progress towards goals and indicators of success	Ongoing through 2023-24 school year	RTO Oversight Team
	Engage in ongoing action planning and/or modifications to the plan as needed	Ongoing through 2023-24 school year	RTO Oversight Team

Polarity Map®

Action Steps

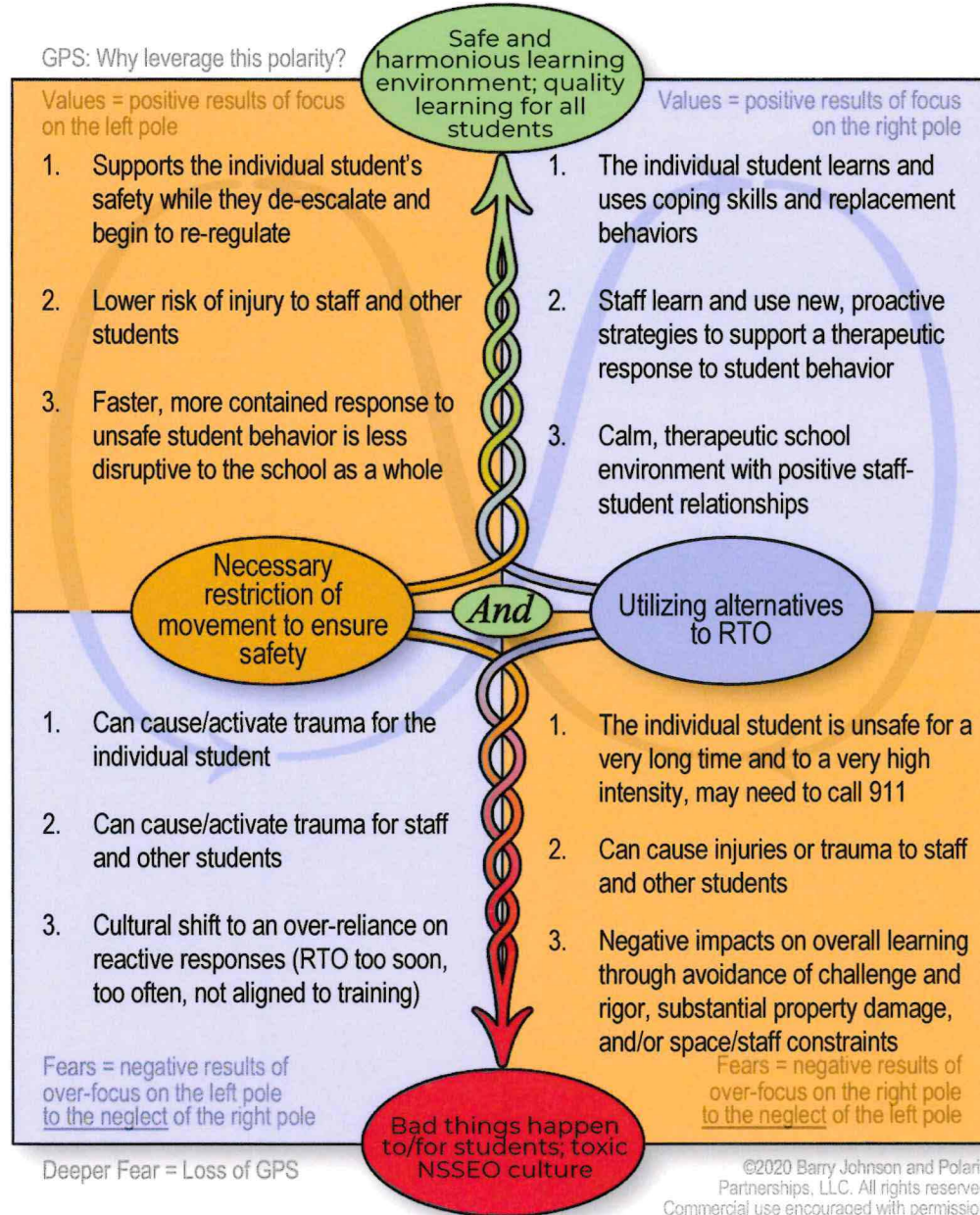
How will we gain or maintain the positive results from focusing on this left pole? What? Who? By When? Measures?

1. Ensure all NSSEO staff are familiar with the RTO reduction plan values, outcomes, and action plans to support ongoing cultural change related to the use of RTO (High Leverage)
2. Maintain the expanded number of NVCI and Ukeru trainers and training/practice opportunities including role play and problem-solving
3. Develop and implement a comprehensive onboarding, training, and mentoring plan re: NVCI, Ukeru, de-escalation, TIP, SEL, FBA-BIP, understanding of behavior, and in-the-moment problem-solving (High Leverage)
4. Continue implementation of plans to improve frequency, impact, and carry-over of debriefing within each program combined with individualized student planning (FBA-BIP) for students with repeated RTO (High Leverage)

Early Warnings

Measurable indicators (things you can count) that will let you know that you are getting into the downside of this left pole.

1. Increase in weekly average incidents of RTO compared to SY21-22 baseline
2. Increase in number of students with 5+ instances of RTO/month compared to SY21-22 baseline



Action Steps

How will we gain or maintain the positive results from focusing on this right pole? What? Who? By When? Measures?

1. Ensure all NSSEO staff are familiar with the RTO reduction plan values, outcomes, and action plans to support ongoing cultural change related to the use of RTO (High Leverage)
2. Engage in ongoing research and collaborative dialogue to identify and pilot additional alternatives to RTO that might be effective within NSSEO settings
3. Develop and implement a comprehensive onboarding, training, and mentoring plan re: NVCI, Ukeru, de-escalation, TIP, SEL, FBA-BIP, understanding of behavior, and in-the-moment problem-solving (High Leverage)
4. Continue implementation of plans to improve frequency, impact, and carry-over of debriefing within each program combined with individualized student planning (FBA-BIP) for students with repeated RTO (High Leverage)

Early Warnings

Measurable indicators (things you can count) that will let you know that you are getting into the downside of this right pole.

1. Increase in number and duration of workers compensation claims due to student behavior compared to SY21-22 baseline
2. Decrease in overall staff reported feelings of safety, confidence, and efficacy in addressing student behavior compared to SY22-23 baseline

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

This template is an example to assist in guiding the development of the district RTO Reduction Progress Report and Plan. An entity may choose to utilize another template/format. The progress report and plan shall be submitted to rtoreductionplan@isbe.net by July 1, 2023.

Progress Report:

Please review and report your district's physical restraint, time out, and isolated time out (RTO) data related to school year 2022-23:

Across all measures, NSSEO programs have demonstrated reductions in the use of RTO since the baseline year of 2018-19. There was a slight increase in the 2022-2023 data compared to 2020-2021 and 2021-2022.

How has your district's school year 2022-23 RTO Reduction Plan supported improvements?

The 2022-2023 NSSEORTO Reduction Plan supported improvements in staff training in areas including trauma informed practices (TIP), social-emotional learning (SEL), positive behavioral interventions, FBA-BIPs, de-escalation as well as improvements in the implementation and efficacy of debriefing procedures within each NSSEO program. Additional details of the progress and successes as a result of the 2022-2023 Reduction Plan are outlined in the attached 2023-2024 NSSEORTO Reduction Plan.

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.

The NSSEORTO Oversight Team reflected the unexpected slight increases in RTO numbers during the 2022-2023 school year compared to the previous two school years and identified the following potential contributing factors: changes in guidance for reporting "momentary periods of physical restriction," school space/staffing limitations, high staff turnover resulting in loss of institutional knowledge, debriefing procedures were substantially improved but did not yet reach or carry-over to all staff members, and increasing intensity of the behavioral/SEL needs for students being referred to NSSEO. Key action steps based on this analysis are outlined in the attached comprehensive 2023-2024 NSSEORTO Reduction Plan.



Reduction Plan Template

List the names and titles of members of your district restraint and time out oversight team:

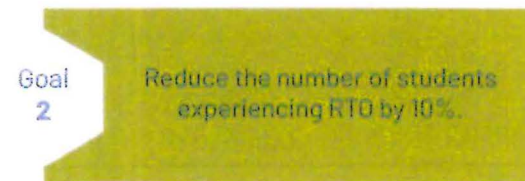
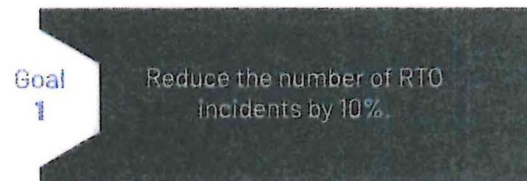
District: Christy Crabtree, Assistant Superintendent; Judy Hackett, Superintendent, Bryan Bolger, Administrator
Miner: Erik Brekke, Principal; Dominic Pacini, Assistant Principal; Lauren Olson, Instructional Coach; Amy Underwood, Social Worker; Amanpreet Chahal, Behavior Specialist
Kirk: Brian Weems, Principal; Maggie Johanson, Assistant Principal; Christine Spizzirri, Teacher; Danielle Carrano, Behavior Specialist; Triseygeni Rogaris, Behavior Specialist
Timber Ridge: Mike Wagrowski, Principal; John Freeman, Teacher; John Albright, Building Assistant (paraprofessional); Pam Koerkel, Social Worker; Salvatore Demma, Building Assistant (paraprofessional)

List dates of oversight team meetings:

The NSSEORTO Oversight Team met 5 times during the 2022-2023 school year to support implementation of the RTO Reduction Plan, review progress towards our RTO Reduction Plan and make adjustments as needed, as well as to develop the revised RTO Reduction Plan for the 2023-2024 school year.

Specifically the RTO Oversight Team met on the following dates: September 22, 2022; November 16, 2022; January 12, 2023; March 23, 2023; and April 27, 2023.

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



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%.