

# 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 Reduction Plan template shall be submitted to [rtoreductionplan@isbe.net](mailto:rtoreductionplan@isbe.net) by July 1, 2024.

## 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.

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

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.

# Reduction Plan Template

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.

Insert text here

List dates of oversight team meetings:

**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><b>Provide details of a plan to support a vision for cultural change that reinforces the following:</b></p> <p><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>Insert text here</p> | <p>Insert text here</p>       |          |                   |
| <p><b>B) Identify effective ways/best practices to deescalate situations to avoid physical restraint, time out, and isolated time out;</b></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; and</b></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>   |                         |                               |          |                   |

| Required Components   | Action Item | Steps to Complete Action Item | Timeline | Responsible Party |
|---|-------------|-------------------------------|----------|-------------------|
| <p><b>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.</b></p> |             |                               |          |                   |
| <p><b>F) Identify steps to develop individualized student plans as required by <a href="#">PA 102-0339</a>. Plans should be separate and apart from a student IEP or 504 Plan.</b></p>  |             |                               |          |                   |
| <p><b>G) Describe how the information will be made available to parents for review.</b></p>   |             |                               |          |                   |
| <p><b>H) Describe a modification process (as necessary) to satisfy aforementioned goals.</b></p>  |             |                               |          |                   |